DOCUMENT RESUME

ED 379 211 SP 035 654

AUTHOR Jacoby, Ruth
TITLE Developing and Implementing Increasing Awareness of Cultural Diversity in Early Childhood Curriculum through Teacher Training and Participation.
PUB DATE 94
NOTE 137p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Attitude Change; Consciousness Raising; *Cultural Awareness; Cultural Pluralism; *Curriculum Development; *Inservice Teacher Education; *Multicultural Education; Preschool Education; Preschool Teachers; Teacher Role
IDENTIFIERS Diversity (Student)

ABSTRACT

This practicum was designed to retrain preschool personnel on the importance of cultural diversity and the teacher's role in developing and implementing a multicultural curriculum. Faculty meetings and workshops were organized to present a cultural awareness curriculum to preschool staff and discuss the teacher's role in executing the curriculum. Teachers participated in role-playing sessions on fostering respect for and understanding of diverse cultures, and they participated in developing and evaluating the culturally diverse curriculum. Monthly themes included: ancestors, food, clothing, games, shelter, holidays, transportation, and weather. Learning activities for each of these themes are presented, such as cooking with rice and corn, including chopsticks and woks in kitchen play centers, building igloos, and making hats and vests from different countries. Teachers who participated became aware of their attitudes toward multiculturalism and increased their knowledge of the importance of multicultural curriculum. Children involved in the cultural awareness program developed an understanding and respect for other people. Appendixes include a checklist of culturally diverse classroom materials, assessment instruments, and curriculum outlines. (Contains 29 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 379 211

Developing and Implementing Increasing Awareness of Cultural Diversity in Early Childhood Curriculum Through Teacher Training and Participation

by

Ruth Jacoby

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Jacoby

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cluster 49

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University

1994

SP 035 654

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Robert Kravitz

Robert Kravitz

Executive Director

Title

Coral Springs, Florida

Address

April 94

Date

This practicum report was submitted by Ruth Jacoby under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the Doctor of Education at Nova University.

Approved:

June 13, 1994

Date of Final Approval of Report

Georgianna Lowen

Georgianna Lowen, Ed.D.

ACKNOWLEDGMENTS

I would like to thank my husband Marty and my two children, Sari and Scott, for their support throughout the year. I also need to thank my staff for all their assistance in developing and implementing the curriculum that brought a new prospective of understanding and respect for others to the preschool program.

TABLE OF CONTENTS

		Page
TABLE OF CONTENTS		iv
LIST OF TABLES		v
Chapter		
I	INTRODUCTION	1
	Description of Community	1
	Writer's Work Setting	2
	Writer's Role	4
II	STUDY OF THE PROBLEM	8
	Problem Description	8
	Problem Documentation	9
	Causative Analysis	16
	Relationship of the Problem to the Literature	17
III	ANTICIPATED OUTCOMES AND EVALUATIVE INSTRUMENTS	24
	Goals and Expectations	24
	Expected Outcomes	24
	Measurement of Outcomes	25
IV	SOLUTION STRATEGY	30
	Problem and Solution Statement	30
	Discussion and Evaluation of Solutions	30
	Description of Selected Solutions	35
V	RESULTS, DISCUSSION AND RECOMMENDATIONS	54
	Results	54
	Discussion	70
	Recommendations	76
	Dissemination	77
REFERENCES		80

Appendices

		page
A	PARENT PERMISSION LETTER	83
B	PROP CHECKLIST FOR A CULTURALLY DIVERSE CLASSROOM	86
C	TEACHER PRE AND POSTTEST ON BASIC KNOWLEDGE OF OBJECTIVES FOR CREATING A MULTICULTURAL CURRICULUM	89
D	MEASUREMENT OF MULTICULTURAL ATTITUDE OF TEACHERS	92
E	ASSESSMENT FOR MONTHLY CURRICULUM GOALS	95
F	MEASUREMENT FOR CHILDREN'S EVALUATION OF PROGRAM	97
G	SAMPLE CALENDAR FOR TEACHER'S MONTHLY CURRICULUM GOALS AND PROJECTS	99
H	SAMPLE CHART FOR MULTICULTURAL CURRICULUM MONTHLY THEMES BASED ON WHOLE LANGUAGE APPROACH	101
I	SAMPLE CURRICULUM CALENDAR FOR MONTH ONE	103
J	SAMPLE CURRICULUM OUTLINE FOR MONTH TWO	105
K	SAMPLE CURRICULUM CALENDAR FOR MONTH THREE	107
L	SAMPLE CURRICULUM OUTLINE FOR MONTH FOUR	109
M	SAMPLE CURRICULUM CALENDAR FOR MONTH FIVE	111
N	SAMPLE CURRICULUM CALENDAR FOR MONTH SIX	113
O	SAMPLE CURRICULUM OUTLINE FOR MONTH SEVEN	115
P	SAMPLE CURRICULUM OUTLINE FOR MONTH EIGHT	117
Q	PARENT EVALUATIVE QUESTIONNAIRE	119

LIST OF TABLES

Table		page
1	Basic Knowledge Pretest	11
2	Prop Checklist Pretest	13
3	Measurement of Multicultural Attitudes Of Teachers Pretest	15

4 Results Of Mean Scores On Assessment For Monthly Curriculum Goals..... 57

5 Monthly Assessment Scores Of Individual Teachers On The Curriculum Goals..... 59

6 Comparison Measurement Of Multicultural Attitudes Of Teachers Pre And Posttest..... 62

7 Basic Knowledge Pre And Posttest Results..... 64

8 Monthly Children's Evaluation OF Program..... 65

9 Prop Checklist Pre And Posttest Results..... 67

10 Parent Evaluative Questionnaire..... 68

ABSTRACT

Implementing Increasing Awareness of Cultural Diversity in Early Childhood Curriculum Through Teacher Training and Participation. Jacoby, Ruth., 1994: Practicum Report, Nova University, Ed. D. Program in Child and Youth Studies. Inservice Training/Nursery School/Day Care.

This practicum was designed to retrain preschool personnel on the importance of cultural diversity and the teacher's role in developing and implementing a multicellular curriculum. Workshops were organized by the writer and two were presented by a professional community leader. Attendance at the workshop included staff and educators from neighboring nursery schools.

The writer developed training sessions which included reviews on the importance of instituting multicultural curriculum. Teachers were encouraged to participate in developing and evaluating culturally diverse curriculum.. Teachers were also encouraged to role play in order to improve their skills on the methods of fostering respect and understanding of diverse cultures. Included in the training. were monthly open-forum faculty meetings which encouraged staff input. The writer also administered both pre and posttests, observations, and evaluations to all participants.

Analysis of the data revealed that the teachers changed their role to include developing and implementing cultural awareness programs. Teachers, who increased their knowledge about the importance of multicultural curriculum, changed their attitude and became role models. Classroom props were added to foster understanding of other people's heritage. Children who were involved in the cultural awareness program developed an understanding and respect for other people.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth Studies, I do (x) do not ( ) give permission to Nova University to distribute copies of this practicum report on

request from interested individuals. It is my understanding that Nova Southeastern University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

6/4/94
date

signature

CHAPTER I

INTRODUCTION

The writer works in a preschool that offers programs for children who are 12 months to five years. The population is mostly made up of children of the Jewish faith who come from a two parent home. The majority of parents are middle to upper-middle class. Eighty percent of the mothers do not work. Some of the children are escorted by nannies.

Description of Community

The preschool is situated in the suburban area of the southeastern part of the United States. It is positioned approximately 20 minutes from the Atlantic Ocean. The city's population, as of 1991, is nearing 80,000. This makes it the third largest city in the county. Eighty-six percent of the 29,000 households are families. Twenty-nine percent of the population is between birth and 17 years of age. Thirty point two percent of the citizens are school age children. This city has 37 parks on a total of 502 acres. There are 600 sports teams and 16 public schools. The median age of the residents is 30 ("Annual Report," 1991). This city has the highest median household income in

BEST COPY AVAILABLE

the county. There are approximately 2,200 businesses and 60 financial institutions. The total taxable property value is 3.1 dollars ("Annual Report").

Writer's Work Setting

During the 15 year history of the school, it has grown to include three full time teachers, five part time teachers, and six assistants. Every member of the professional staff is licensed and has a college degree. There is one assistant for each self-contained classroom. A ratio of no more than nine students per adult is maintained. There are two specialty teachers. One teaches music and dramatics; the other teaches an indoor gymnastics program. The full time staff are employed from nine to three. The remainder of the staff work from nine to one thirty, when 80 percent of the students leave for the day. All staff members have met the requirements set by the state. There are two daily options given to the parents for their child. One is to stay until three or six, and the other is to arrive for the Breakfast Club at seven forty-five in the morning. The parents pay an additional cost for either program.

The school is unique because it is the only Jewish preschool in the area to achieve national accreditation from N.A.E.Y.C. (National Association for the Education of Young Children). Part of the school's uniqueness is that after three o'clock, one maintenance man turns the entire building

BEST COPY AVAILABLE

into a religious school for older students. This means that all art work and toys are packed and unpacked daily. Much damage does occur to the equipment and displays. The entire school is on wheels.

The original building has undergone a complete renovation to gain a fresh look. The outside playground has also been upgraded with new government approved climbing equipment and a water area for summer camp. A concrete road has been added for dramatic play, and a new sand surface now covers the play areas. There have been four new classrooms added adjacent to the original building to house new students as necessary.

Similar to other preschools, the literacy curriculum is based on the whole language approach. The prekindergarten curriculum is based on a combination of whole language and phonics. The two and three year old classes are basically hands on programs situated around learning centers. Some alphabet recognition is taught as well. The day also includes art, music, stories, and indoor and outdoor play times.

The school's philosophy recognizes that a child's early years are extremely important. These are the formative years during which the foundation for emotional, social, and academic development of the children are strengthened. The early childhood program has attempted to meet the needs of the whole child. The children are involved in a wide variety of learning activities meant to enhance their

cognitive and motor development. They are motivated to reach their potential through many types of activities. This potential is developed in a warm environment where they can touch, see, hear, smell, and taste. Readiness in reading, math, social studies, language arts, and science is developed through individual and group activities. The staff encourage individuality, independence, and a sense of responsibility.

The school's curriculum also exposes the students to religious training on their level. Through song, dance, and celebration of the holidays, the preschoolers develop an understanding of their heritage. The goal is for the students to grow comfortable with the words and traditions.

Writer's Role

The writer is the director of the described preschool. She has 12 years teaching experiences on all grade levels and has been an administrator for six years. Her undergraduate work was in art and education. She has obtained her Masters in special education 21 years ago. Since then, the writer has taken many courses and has attended various educational seminars that increased her knowledge of both curriculum and current educational trends. The present nursery budget allows her to attend two major conferences a year. She holds State Certification in early childhood, elementary, and special education.

As a preschool administrator, the writer is in charge

of controlling the 14 member staff, developing school curriculum. and maintaining the budget. A major function of the director is to report to the executive director, executive board, and a nursery school committee. The executive board is made up of local business people who handle the financial aspect of the school's operations. The nursery school committee, composed of preschool parents, handles the day to day operation of the plant.

The first major change that the writer accomplished at the job site was to formalize a parent organization. She felt that the parents needed a positive direction to assist them in getting involved on all levels of the school's daily functioning. Offering a variety of programs and workshops, in addition to traditional fundraising, left the parents an option of how much or how little they would give to their youngster's school. Once the organization's ground rules were set, the administrator moved on to become the advisor. When the parents requested a workshop, the writer would organize one.

A major task the writer has to achieve yearly, is to totally shape and participate in an organizational retreat. Part of the preparation is to formulate the nursery school budget along with a five year plan. At the conclusion of each retreat, the organization develops its mission statement and each branch submits their own vision. Part of that vision includes a study of changes in environmental and

educational trends.

After careful evaluation of the internal and external environments of the preschool, the writer decided to add new programs that would increase enrollment, increase revenues, and meet community needs. After assessing the parents through surveys, a common link seemed to emerge. Parents had frequently requested a variety of parent involvement classes.

The writer then decided to establish Mommy and Me classes. One for children under 18 months and one for children ranging from 18 months to 24 months. Next, the writer formed another Mommy and Me class for two year olds that would be considered a stepping stone to an On My Own class that would begin in January. This allowed moms to be directly involved for the first few months of school and then permitted for a transition away from mom the second half of the semester. The parents requested the class to resemble a cooperative program which left room for moms to assist on a rotation basis. Their input for planning, creating objectives, and evaluating is encouraged weekly.

An idea for a Daddy and Me class developed from a Father's Night Out program. The dads liked that night so much that they favored a program to be run on a weekly basis. The writer agreed to establish a bimonthly class; one week would be for the three year olds and their dads and the following week for four year olds and their fathers. Each week's curriculum would include music, indoor

gymnastics, cooking, and arts and crafts experiences.

In an effort to increase her organizational and managerial skills, the problem solver has helped establish an adult diabetic support group. Each member is responsible on a rotation basis for the monthly topic and location. It is at these meetings that the writer's communication and listening skills have been improved.

The writer has demonstrated excellence in her field. She has drawn up four children's books that are being professionally illustrated. Two have been sent to publishers. One book is about a special little mouse who learns to respect and understand all the children in her new preschool class. The other proposed stories deal with the same mouse character. In these books she learns how to handle diabetes, to understand inter-faith households, and to learn the value of play. The writer has also given seminars on the importance of indoor play to various community organizations.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem identified for this practicum was that the insular nature of the writer's private religious preschool had created a need to introduce a curriculum of cultural diversity that increased teacher sensitivity to multiculturism. By the thoughts and actions of the students, it appeared that there was an intolerance and a lack of respect for other cultural and ethnic groups.

The current curriculum now included only a one month learning experience on other people's customs. The curriculum followed the tourism approach where the children visited places around the world through a program that stressed the differences of each culture. Each class learned all about only one country's folkways, dress, language, family, and celebrations. For the most part, this type of curriculum ignored any similarities among cultures.

Curriculum centers were being used for reinforcing these differences, especially the sociodramatic corners. The centers were geared to the monocultural learning activities of the majority of the students whose ancestry was in this case eastern European. The sociodramatic play

centers included dress-up clothes, utensils, and other props that fostered the culture the children are most familiar with. The daily whole language lessons augmented differences, as well. Books and social studies lessons emphasized the dominant culture. Realistic books chosen depicted the typical white middle-class family and lessons further encouraged that image.

It had become evident that teacher attitudes in the writer's school stressed differences of others in their daily curriculum, especially in areas of gender roles and cultural diversity. During indoor play boys were directed to the block corner and the girls were influenced to go to the housekeeping corners. Children were taught about daily-life skills and history through their teacher's visions, who for the most part were from backgrounds similar to their preschool youngsters. The staff, in developing their current curriculum, did not introduce students to the similarities of others. Therefore, when children from different cultures enrolled, there was a lack of understanding and respect shown toward them.

Problem Documentation

Lesson Plans

Educators at the writer's worksite did not have planned lessons that foster the understanding and respect for cultural diversity. The writer, after reviewing teacher planbooks, realized that all four staff members had only a

one month curriculum that was devoted to learning about other people. After analyzing their curriculum goals, the writer observed that the objectives emphasized the divergence in housing, dress, food, family structure, holidays, and celebrations from the majority of the school's population.

Knowledge on Objectives for Creating a Multicultural Curriculum

Out of 10 questions on the true-false pretest (see Appendix C), two of four teachers scored six or better. Two teachers had a score of five correct responses. All four teachers acknowledged that four year olds began to take an interest in learning about cultural differences, yet none felt that two and three year olds had gender and racial constancy. Three out of four teachers understood that four year olds can classify by color, eye shape, and gender and still all four felt preschoolers could not understand that teasing caused hurt and rejection. On the remaining questions, the teachers were split in their responses dealing with their understanding of what preschoolers could and could not comprehend about themselves and others. This inconsistency in correct responses presented the need to retrain teachers. Three survey questions on the bottom of the pretest indicated further evidence that all four teachers needed retraining. Their answers affirmed that they did not have college training or any inservice classes on multicultural curriculum. Two of the four felt this

BEST COPY AVAILABLE

curriculum was necessary for the writer's preschool and had ideas to add areas on food, shelter, and holidays. All four educators stressed the need to show differences in cultures when discussing the new plans which also implied to the writer that workshops would be required to demonstrate the need to emphasize similarities of others to raise cultural appreciation and regard.

Table 1

Basic Knowledge Pretest

Note: x is the symbol for correct response

Teachers	1	2	3	4
Questions:				
1. Two and three year olds are egocentric.	x	x	x	
2. Two and three year olds have gender and racial constancy.				
3. Four year olds view themselves as part of a family, not members of a larger group.		x	x	x
4. Preschool children are very interested in learning about characteristics of others.	x		x	x
5. Four year olds cannot classify by color, eye shape, and gender.	x	x	x	
6. Four year olds begin to take on an interest in learning about cultural differences.	x	x	x	x
7. Preschoolers have acquired knowledge about what is socially acceptable behavior for each gender.	x			
x				
8. Preschoolers cannot develop critical thinking for what is fair and unfair.		x		
x				
9. Preschoolers can understand that teasing causes hurt and rejection.				
10. Preschoolers can understand stereotypes.		x	x	

Survey Questions:

1. Did you ever have college training or inservice classes on multicultural curriculum? If yes, when?
2. Do you feel preschoolers can benefit from a multicultural curriculum? Explain.

3. What would you like to develop on multiculturism for your class?

Annunciation of Survey Questions:

1. All four teachers did not have college training or any inservice classes since teaching.
2. Two of four teachers felt teaching about culture can be done through the tourism approach.
3. Teachers gave suggestions to add areas on shelter, food, holidays, and family structure.

Classroom Prop Checklist

To document the specific lack of necessary equipment that would encourage developing an understanding and respect for other cultures, the writer designed a prop checklist (see Appendix B). Results indicated that four of four teachers did not have the proper materials to foster cultural awareness. All four teachers scored below 65 percent. The teachers indicated that they lacked such items as illustrative photographs, cross-racial dolls and puppets, and picture books and toys which represent images of different groups. The low scores represented that the props presently contained in the classrooms teach toward the prevalent culture.

Table 2

Prop Checklist Pretest

	Responses	
	Yes	No
Questions:		
Domestic Themes		
illustrative photographs	0	4

different utensils	3	1
dress-up clothes (male/Female)	4	0
Dolls		
cross racial	4	0
female and male	1	3
Puppets		
cross racial	1	3
female and male	4	0
Blocks		
cross racial and ethnic	0	4
variety of shapes	4	0
Art		
replicate crafts that are found in different cultures	2	2
markers, paints, crayons that represent a variety of skin tones	3	1
materials that allow weaving, printing, clay for pottery, jewelry	3	1
Music		
simple songs in more than one language	4	0
dances from other cultures	4	0
Books		
realistic	1	3
familiar terms	3	1
picture books that depict gender, racial, ethnic, physical ability diversity	3	1
Toys		
age appropriate	4	0
allow for realistic identity	3	1
create positive racial and cultural identity	2	2
represent images of different groups	0	4
Picture-Bulletin Displays		
full length mirror	4	0
variety of families-ethnic and racial backgrounds	1	3
variety of families-extended and single parent	0	4
men and women doing a variety of tasks	1	3
photographs of staff and children	4	0
Manipulatives		
puzzles-represent race, gender, ethnicity, occupations	2	2

Teacher Questionnaire

To record a need for training in multicultural sensitivity, teachers were asked to complete a 20 question

pretest on their attitudes which was adapted from Aotaki-Phenice and Kostelnik's questionnaire (1983). Staff was asked to fill in a one if they agreed with the statement, a two if they were undecided, and a three if they disagreed with the statement. The results showed that all four teachers scored fewer than 12 correct responses. One teacher scored five correct responses. All four teachers' scores indicated that multicultural curriculum should not be taught in preschools nor does it increase a preschooler's chance for success. All four felt teaching about differences encourages positive self-awareness and three felt teaching about diversity through the tourism approach was the correct technique. Three of four teachers expressed that preschoolers were too young to learn about cultural diversity and yet, three responded that all children should be exposed to curriculum about all people. A careful analysis by the writer on the answers on Table 3 indicated a dichotomy on the staff's attitudes.

Table 3

Measurement of Multicultural Attitudes of Teachers Pretest

Note: x is the symbol for correct response

	Teachers			
	1	2	3	4
Questions:				
1. Cultural diversity is becoming more evident in our community.	x	x	x	
2. It is important to include cultural diversity in the curriculum.		x	x	

3. There is a growing concern to keep a cultural identity.	x	x		x
4. It is important to teach about all the cultures represented in our preschool.		x	x	
5. Preschool children are aware of racial differences.		x		
6. Preschool children recognize gender roles.	x			x
7. It is important to teach to the dominant culture represented.		x		x
8. Multicultural curriculum can assist children to develop a better self-concept.		x	x	
9. Cultural diversity lessons foster negative attitudes.	x		x	
10. Multicultural diversity curriculum should not be taught in preschools.				
11. To increase understanding of others, cultural diversity should be encouraged.		x	x	x
12. Multicultural curriculum should include developing self-esteem.		x	x	x
13. Teaching about differences encourages positive self-awareness.				
14. Colleges need to add multicultural preparatory classes to their curriculum.			x	
15. Curriculum should consider the tossed salad approach to a pluristic society, rather than a melting pot theory.			x	
16. Teaching cultural awareness increases preschoolers' chances for success.				
17. Preschool children are too young to learn about cultural diversity.		x	x	
18. It is important for all children to be exposed to curriculum about all people.		x	x	x
19. Preschool staff should teach about diversity through the tourism approach.	x			
20. Cultural diversity should be taught in schools where there are only diverse populations represented.			x	x

Causative Analysis

There were several causes that have created a need for the writer to adjust the curriculum goals in her preschool. The school population consisted of middle and upper-middle class individuals with their attending beliefs. Only under rare circumstances had the student population come into

contact with people of other backgrounds which in part was due to the suburban area in which they lived. Four students out of 110 were from other settings. The teachers and assistants were also from similar cultural environments.

The preschool staff's educational background did not include college training on multiculturism, nor had they had any inservice training. College preparatory classes basically promoted the instruction toward the dominant culture. There were not any foundations on the role that American Indians, Afro-Americans, and Asians brought to our country.

Pressures have been on teachers to alter the curriculum because of society's openness in increasing the number of immigrants and the rising sensitivity to heritage. The instructors however, did not feel that multicultural curriculum was an important factor in a school that basically is homogeneous in nature. They had introduced curriculum that stressed the differences of other children through studying foreign countries. This tourism curriculum stressed differences between folkways disregarding the everyday practices of different people.

This programming partially developed out of the children's growing interest and enjoyment in learning about others. Technological advances now available to our students such as television, movies, and computers have linked them to others. Children, through the tourism

program, were taught to view themselves as separate, not the same, as other youngsters which fostered the belief that their culture was preferred. The mass media encouraged distorted and often stereotyping of other cultures which added to the misconceptions children perceived about people when they met them for the first time.

Relationship of Problem to Literature

Historical Prospective of Multiculturalism

Historic policies in American education had encouraged Anglo-Saxon culture as dominant (Young, 1991). English during the Revolutionary War was considered the recognized language and was solely taught to increase patriotism. Schools were increased in number and white males were encouraged to attend. As immigration increased from areas other than Northern Europe, especially in the late 1800's, curriculum developed which focused on assimilation into the predominant white culture (Young).

During the 1960's, the Civil Rights movement brought awareness for change in our educational system (Young, 1991). Inequalities were brought into focus and America was no longer seen as a melting pot, but a multicultural society with distinct racial and cultural groups (Phillips, 1988). In recognizing that America is a pluristic society, new supportive interest was introduced to change curriculum. The first noticeable change was to institute the Head Start programs which tried to call attention to the reason some

BEST COPY AVAILABLE

children were experiencing difficulty in school, and that the problem was due in part to their culture (Young).

The 1970's brought a new attitude and along with it a new cultural awareness curriculum was implemented (Williams, 1992). Key points in programming were altered. Many subject elements began to recognize the many different practices that youngsters bring with them to school and children began to understand and appreciate more than one belief (Williams). Williams further suggested that this new attitude adjustment be integrated into all subjects. Emphasis was shifted from recognizing people's differences to understanding their similarities (Phillips, 1988). Increasing self-confidence to raise cultural pride was added, but not at the exclusion of bringing that awareness to increasing understanding of how others believe (Young, 1991).

Definition of Multiculturism

According to Webster's Ninth New Collegiate Dictionary, culture was defined as "the integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations " (1991, p. 314). Phillips (1988), suggested that culture was the means in which families convey to their offspring the group's shared morals, customs, and concepts. It was a collection of knowledge, not just a set of traditions and celebrations (Williams,

1992).

Multicultural curriculum has taken the known meanings, respected them, and incorporated them into new experiences in a way that youngsters have felt comfortable. It recognized that children will acquire skills that help them to be productive in America, as well as increase their recognition of who they are at home (Phillips, 1988). A curriculum was truly diverse when it allowed students to accept who they were, to build self-confidence, and to use their diversity effectively (Williams, 1992). It allowed teachers to present skills that encouraged getting along and respecting others, while keeping their own identity (Wieseman, 1986).

Theorists in Relationship to Multiculturism

According to Wieseman (1986), preschool educators should have focused on the psychological development of pupils in order to create successful adults. One important skill that had to be incorporated was interacting with others. The first step in imparting this skill was to assist youngsters in accepting differences and appreciating others. Since America was no longer considered a melting pot, but a pluristic society, it was important for educators to realize that children even as young as four became aware of ethnic and racial differences (Whaley and Swadener, 1990). It then became the role of early childhood educators to realize that children imitated their behavior (Weiseman).

Bandura's (cited by Miller, 1989), social learning theory stated that teachers were the role models and learning came from observation and imitation. Their feelings and attitudes toward gender, and ethnic and racial differences in the classrooms were patterned by their teachers. If educators had laid the foundation for pride in one's background and yet, be able to deal within the dominant culture, then students would have been able to function in a pluristic society (Fennimore and Vold, 1992).

Piaget stated children between the ages of three through eight were in the preoperational stage of development (Piaget and Inhelder, 1969). The children were egocentric and view their world according to their own needs and cannot go beyond this point of view. They would not understand anyone else's perspectives. Children at this level explored concrete tools, related to their own environmental experiences, and focused on single attributes of objects (Clark, DeWolf, and Clark, 1992). They did not relate abstractly to any episode outside of their immediate surroundings and only focused in on one characteristic at any given moment (Ramsey, 1987).

As toddlers learned to classify, sort, and develop a self-concept, they also became capable of learning prejudices (Whaley and Swadener, 1990). Ramsey (1987) suggested that two and three year olds were conscious of racial and gender variances and by age four had developed ideas about race. Even as young as 13 months, children

began to exhibit choices of their favorite people. By age two the process to discriminate themselves as individuals who have similar characteristics to some, yet unlike others had begun (Whaley and Swadener). Firmly planted, educational researchers have stated that youngsters were capable of learning color awareness and racial differences at the age of three (Johnson, 1977).

A research paper by Borke (1971), demonstrated that children by the age of three exhibited empathy to another person's thoughts. This was contrary to Piaget's position that children were egocentric and were incapable of comprehending another person's viewpoint. Through the use of pictures depicting various feelings the children were able to acknowledge which emotion fit the story's complexity. The results proved that even the three year olds were able to somehow correspond awareness that other people have feelings and that these emotions can fluctuate according to different situations.

Connection of the Problem to the Literature

There were various agents that caused the educational pendulum to move from a tourism to a year-round culturally diverse curriculum that encouraged respect and understanding of others (Derman-Sparks and A.B.C. Task Force, 1989). One such change agent was the mass media, especially television shows, movies, and videos that had encouraged stereotyping of various cultures. It was the exposure to such media that

had fostered prejudice and supported false identities of other cultures.

A second agent was the belief that America was more of a tossed salad than a melting pot (Aotaki-Phenice and Kostelnik, 1983). People wanted to become proud of their diversity and ethnic identities and no longer wanted to mesh into an prevailing American identity (Fennimore and Vold, 1992). Aotaki-Phenice and Kostelnik's (1983) research showed that children were aware of differences and could function in a pluristic society.

Research showed that preschool's goals dealt with diversity throughout the school year since young children learn through repetition and concrete experiences (Swadener, 1988). The curriculum was designed to be age appropriate. National Association for the Education of Young Children (N.A.E.Y.C.) developmental early childhood programs promoted the need for continuous culturally diverse programming (Bredekamp, 1987). Its main thrust had best encourage similarities and differences among cultures. This means that the teacher's role had become important to nourish these viewpoints.

In recent literature, researchers had focused on developing programs for educators on cultural sensitivity awareness. A study by Ogilvy, Cheyne, Jahoda, and Shaffer (1992) supported the idea that teachers varied their style of teaching when dealing with children of different backgrounds. Teachers needed to be made aware of their

attitudes and how responses as demonstrated by visual cues, language, and style varied according to each child. Educators concentrated on creating a positive multicultural attitude so each individual child was able to accept differences (Fennimore and Vold, 1992).

The teacher's role had become increasingly important in guiding children to be culturally aware. They needed to develop curriculum that took into account that preschool children were egocentric and could relate to such topics as food, shelter, holidays, and family structure (Ramsey, 1987). They needed to build self-confidence and respect for others (Fennimore and Vold, 1992).

The teacher's part was to improve play centers and to act as a good example for fostering multicultural sensitivity and consciousness (Jalongo, 1992). Teachers were the key to the favorable results of multicultural curriculum.

Play was the customary part of all childhood. It was usually spontaneous and fun. Play had allowed children to describe the roles and rules of their culture, and use symbols that related experiences (Jalongo). Swadener (1988) related the teacher's role during informal sociodramatic play was to become a role model that fostered respect for others and demonstrated methods on how to get along with each other. Play allowed teachers of the multicultural classroom environment to assist their students in promoting confidence and perfecting the ability to connect with people

from other cultures (Fennimore and Vold, 1992).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The main goal of this practicum was for preschool teachers to create and to implement a multicultural curriculum that would enable their students to undergo concrete experiences on diversity. Secondary goals included assisting teachers to increase their knowledge and sensitivity to culturally diverse programming in order to enhance preschoolers' understanding of cultural differences and respect for all people. These objectives followed the preschool's written philosophy which was to create an environment that permitted children to reach their fullest potential.

Expected Outcomes

The following goals and objectives were projected for this practicum.

(1) By the end of the practicum, all the staff would have implemented a daily curriculum that included cultural diversity.

(2) All four staff members would realize that "diversity is the spice of life" (Greenmen, 1989, p. 13).

(3) Teachers would aid their early childhood youngsters

BEST COPY AVAILABLE

to move from an egocentric outlook to an understanding of others.

(4) Four of four teachers would use photographs of a wide range of people participating in familiar activities, realistic language arts stories about others, puppets and dolls representing a variety of people.

Measurement of Outcomes

New programs were to include developing self-esteem and learning about their own cultures and backgrounds, as well as learning and understanding other people (Whaley and Swadener, 1990). Children were to learn in a positive atmosphere how other people live. The curriculum was to include developing attitudes that appreciated the differences of others and recognized their similarities (Clark, DeWolf, and Clark, 1992).

The educators were to include a year-round curriculum that fostered multiculturism. Achievement of the first objective was to be measured by the teachers' schedules and lesson plans. These measurement tools suggested easy methods for the writer to notice any changes in teachers' development of new curriculum. The writer was to check the monthly calendar and curriculum outline after each monthly faculty meeting (see Appendix G and H). Informal one-to-one meetings were to be held to review responses. No time limit was required for the staff to complete these charts. The writer was to review teachers' monthly curriculum assessment

to make sure that 80 percent of their answers yielded a score of three (see Appendix E). This evaluation would judge if the staff were continuing multicultural activities that were being meshed together in a mixture of conventional and easy going lessons (Boulte and McCormick, 1992).

This measurement had been chosen to increase teachers' awareness of curriculum goals which was recommended by the school's accreditation agency. Each staff member was to indicate an answer of one, two, or three depending on how well they felt that they had met the criteria. Each teacher was to be given approximately 20 minutes to complete the form.

The second goal, teachers' knowledge on multicultural curriculum was to be measured to see if it increased and their attitudes changed. The writer was to measure this objective by administering pre and posttests. The writer expected an increase of at least 50 percent on knowledge and attitude questionnaires (see Appendix C and D).

The staff were to begiven 15 minutes to complete the true-false format pretest on basic knowledge of goals for creating a multicultural curriculum. The questions were to be based on theories expressed by Bredekamp and Rosegrant (1992). Each teacher would score a one, two, or three depending on their level of agreement or disagreement with each statement that was adapted from Aotaki-Phenice and Kostelnik, 1983). Both posttests were the duplicate of the pretest so comparison tables could be illustrated.

The third goal was to be measured by administering monthly questionnaires to determine if the students increased their understanding of others. The writer was to read questions to the pupils without time limits in an informal setting. They were to point to either the happy or sad face to indicate a yes or no response. The inquiries would show a score that yields 80 percent positive answers (see Appendix F). Surveying the students about their daily activities would assist in measuring if they comprehended similarities, as well as differences of others. This further would indicate if they had begun to understand all people have comparable needs and that they might achieve these in different modes (Derman-Sparks, 1990).

The writer would distribute a postprop checklist to the staff to demonstrate if the fourth and final goal had been met. The teachers were to be given 15 minutes to complete the same survey as the pretest (see Appendix B). This measurement design would show an increase in the props found in the teachers' classrooms that fostered cultural sensitivity by 50 percent. Comparison tables were to be formulated.

CHAPTER IV

SOLUTION STRATEGY

Problem and Solution Statement

The problem identified for this study was that the insular nature of a private religious preschool created a need to introduce a curriculum of cultural diversity and increase teacher sensitivity to multiculturism. Ramsey (1987) states the following:

> The goals of multicultural education are most relevant to children who are growing up without the opportunity to have contacts with people different from themselves. In a sense, their classroom experience has to compensate for their social isolation. (p. 5)

Discussion and Evaluation of Solutions

Solution Strategy-Teacher Training Workshops

Ramsey (1987) suggested that teachers needed to create a positive attitude when developing and implementing a cultural awareness program. Some of the goals she set out for early childhood educators are:

(1) to help children learn about themselves within our pluristic society

(2) to understand that all children share similar qualities

(3) to develop a regard and understanding for the differences of other cultures

(4) to inspire in preschoolers' socialization skills an eagerness to include all peers

(5) to develop a sense of empathy

(6) to encourage children to think for themselves and not be governed by the dominant rules

(7) to respect their students' culture or other students' culture and

(8) to encourage family involvement in school activities (p. 4, 5).

Rashid (1990) administered a scale to examine teachers' opinions toward multicultural education in their environmental work settings and inservice training. Results indicated that educators saw a need for the continual training, but their worksites did not make it available.. Similar conditions existed at the writer's workplace. Therefore, a need to run workshops became evident. One goal of the workshops was to assist teachers in recognizing their own attitudes and to be sensitive of attitudes expressed in curriculum, story books, and mass media (Jones and Derman-Sparks, 1992). Teachers were made aware of stereotyping, intentional or unintentional in their daily curriculum. Such statements as "Do not behave like a wild Indian," and reading pictures and supplying classrooms with props that only promote one culture were addressed. Staff was urged to examine their own attitudes toward diversity (Jones and Derman-Sparks).

Other workshops focused on increasing the teachers'

knowledge on the importance of multicultural curriculum and their role. A study performed by Oden and Asher (1977) using third and fourth-grade students yielded results that indicated coaching of social skills by teachers and peer pairing increased social interaction and play skills. A year follow-up assessment suggested continual progress. Even though the study was performed with elementary school students, it was utilized with preschoolers. The solutions brought a change in the role of the educator. It indicated that the educators' function was important in encouraging social relationships and for setting an example of getting along with peers.

Derman-Sparks (1990), also agreed that teachers were needed to assist children in the ability to get along with all peers. She discovered that children as young as two started to ask questions that concerned like and unlike characteristics of people ranging from gender, to disabilities, to a person's looks. It became the job of teachers and how they responded, to help build student self-confidence while encouraging interaction with all people. Part of the curriculum had emphasized gender identity and equality through play using realistic props. Strengthening positive feelings about family and how one looks were another component of the teachers' responsibility.

Educators were asked to become role models. In order to achieve that goal, teachers were needed to better understand their own culture, as well as other people's

heritage (Williams, 1992). Once they appreciated the population's different cultures, they then were able to set an example for their students to imitate (Boutte and McCormick, 1992). Staff needed to become sensitive to their students' various backgrounds, religious beliefs, and languages. The ultimate goal was to realize that each child was a special individual and to throw away all stereotype casting that the media had promoted.

To assist in increasing teacher knowledge on cultural awareness, staff was encouraged by guest speakers to participate in role-play activities. The results of a study by Ogilvy, Boath, Cheyne, Jahoda, and Schaffer (1992) suggest teacher training was needed since teacher attitudes varied according to the ethnically of the child. Early childhood staff's interaction was analyzed to discover if their actions and responses varied with that of the student's background. Pupils were brought in from eight different nurseries with multicultural populations. Teacher attitudes toward sex and ethnic mix of the pupils were observed and charted. Similar to Boutte and McCormick's (1992), the observations indicated that instructors needed to be made aware of how to interact with all students in order to awaken their sensitivity to diversity.

The results of a study by Aotaki-Phenice and Kostelnik (1983) suggested that teachers needed college preparatory training, and that retraining was necessary for educators already in the field who had never received any sessions on

cultural sensitivity. This was similar to circumstances the staff found at the writer's preschool. Their survey revealed that the major number of educators felt that creating a classroom atmosphere that promoted a positive self-concept was needed today in order for students to successfully perform in a pluristic society. They felt that it did not matter if there was a mixed population or not in the school. The latter described the writer's setting. The population surveyed felt continual training was required for teachers already employed and the need for courses to be added to the college curriculums (Aotaki-Phenice and Kostelnik, 1983).

Solution Strategy-Teacher Input

After teacher training, the writer brainstormed with staff to develop monthly themes and ideas for creating a multicultural curriculum. To initiate a curriculum vision the staff had to come together and share a common goal (Carter, 1988). The writer dialogued with teachers on new ways to come up with science, social studies, art, and music lessons to show similarities among cultures (Ramsey, 1987). As educators, the staff produced exercises which encouraged children to acquire knowledge from each other (Carter).

Fennimore and Vold (1992) advised teachers to create play activities that encouraged a multicultural curriculum whose aims were of developing self-esteem and understanding of people from all cultures. Instructors were motivated to

change their classroom props to echo all types of families, homes, and community settings. Discussions were added to investigate what materials will be studied, how to approach stressing the similarities, and how to recognize and appreciate assorted characteristics. The teachers shared the resources they discovered were beneficial to the children in aiding them to move from their own egocentric level (Jalongo, 1992). Educators were encouraged, along with the staff specialists, to search for literature that fostered cultural diversity and understanding in a realistic representation (Jalongo).

To make certain the staff had accomplished and implemented the goals for the multicultural curriculum, the writer checked planbooks and observed classroom activities. Ogilvy (1992) suggested that one objective of a culturally diverse curriculum would be to appreciate other cultures. This branched out to include a respect and value for each cultural group. Having worked together, resulted in decreased prejudices and stereotyping. The aim of Ogilvy's studies assisted youngsters in developing an understanding and respect for others.

Description Of Selected Solutions

Teachers received training at workshops that increased their knowledge and made them aware of their attitudes toward multiculturism. They were also expected to take part in the development of the year-round multicultural

curriculum. At monthly faculty meetings, the teachers were able to have full input on the planning, implementing, and evaluating stages of the new curriculum.

At the first workshop coordinated by the writer, the staff reviewed the results from pretests and requested ideas on how they could go about making changes that created environments which fostered the new vision of respecting diversity. Objectives were laid out for monthly meetings. Seminars and additional workshops were provided to increase teacher knowledge and their role in expanding multicultural sensitivity and originating positive attitudes in the classroom. Some workshops were organized by community professionals to assist in defining the teacher's role as a model and as a curriculum producer. The class agenda included role-playing, along with a lecture format. Every night seminar was to be three to four hours. The daytime workshops run by the writer were to be 45 minutes. Both sessions encouraged teacher and leader dialogue, along with peer interaction. Informal meetings were held with the director/writer and staff to discuss teacher planbooks, observations, and monthly student program evaluations. This type of setting encouraged teachers to openly express how they felt about their role in developing curriculum and how students were reacting.

Teacher planning, ideas, and creative innovations were discussed at formal monthly meetings. The context at these meetings focused on sharing planning ideas, materials,

and goals amongst coworkers. Teacher input was stressed, as well as some lecture format. The writer checked planbooks to observe curriculum alterations. Gradual changes were recognized by the writer as she visited each classroom.

Teacher training to enhance knowledge and sensitivity was needed in the writer's preschool. All the teachers at the worksite were trained at least 10 years ago. Their past college education excluded cultural diversity courses. Teacher knowledge through workshops as suggested by Aotaki-Phenice and Kostelnik (1982), was one possible way to help the writer change the teachers' attitudes. Measurement occurred before and after the implementation phase of the practicum on two separate tests developed by the writer.

Teachers, through analyzing the results of children's evaluations recognized that the pupils had become more sensitive to other cultures. Through informal discussions with the writer, the teachers were able to examine their monthly curriculum objectives and methods of presentation and review if the students were indeed gaining a better understanding of other people. The children's oral evaluations were administered by the writer in a one-to-one format. These questionnaires indicated the pupil's acquired new information on similarities and differences of other children. The teachers read stories, brought in new props that assisted in fostering new concepts, and what arts and crafts if any the students made.

Monthly curriculum charts were completed by the

teachers to project their goals, their curriculum webbing for other program areas, and their materials utilized. Monthly curriculum calendars were completed by the staff to indicate activities for the upcoming theme. Teachers were also expected to fill in assessments of the previous month's aims to determine if achievements were obtained. Each month teachers were encouraged to request classroom materials that they needed to foster cultural awareness.

Report of Action Taken

The writer first chose to hold several faculty meetings to process a general strategy in meeting the goals to develop and implement the cultural awareness curriculum along with the teacher's role in executing this project. These initial meetings took place during the teacher orientation week prior to the first day of classes. Once the goal of introducing a curriculum, which emphasized the similarities of cultures, was firmly established, an open-forum faculty meeting began with the main focus on how to determine the manner in which the staff would approach implementation.

The writer, along with the educators, formulated month-to-month goal highlights. Formats were then established to assist in developing, implementing, and evaluating the curriculum's progress. The first week of each month was set aside for a staff meeting to discuss the theme for the month and to review the previous month's goals and outcomes.

BEST COPY AVAILABLE

Teachers were expected to complete two charts which were the plans for the month (see Appendix G and H). At these faculty meetings, the teachers and writer shared evaluation results and curriculum plans that were used to carry out the theme's objectives. Plans were made to purchase any materials and/or props necessary to carry out the theme (see Appendix E and F). When any unforeseen occurrences appeared during the implementation, adjustments were made and discussed at the monthly faculty meeting or with the writer at the one-to-one informal meeting. Each teacher shared ideas and the general curriculum was outlined and served as the guidelines for that month.

The next three weeks of the month were dedicated to carrying out proposed ideas. Grade teams met informally to review how each were progressing and to share ideas. The final week of each month was set aside for teachers to finish the theme's activities and to fill out evaluation forms. The writer surveyed the children's reactions to see if the theme was effective. The writer noted pupil's different reactions. The writer also reviewed the teacher's reactions, evaluated them, and gave suggestions in order to maintain age-appropriate activities. These results were shared at the planned faculty meeting the following week. Objectives were reviewed and the cycle continued.

Implementation plans for the curriculum were laid out at the initial faculty meeting. With this format firmly established, phase one was completed. The monthly goals

included these themes: September-Who Am I? Ancestors
October-Food
November-Clothing
December-Games
January-Shelter
February-Holidays
March-Transportation
April-Weather
May-Postevaluations

The staff and the writer were now able to carry out the first part of phase two which was to implement the curriculum. One important component of the theme idea was to get parents involved. During the first month's meetings, plans were laid out on how to accomplish this part of the curriculum. Parents were invited to partake in implementing Unit One: All About Me. The plan was to bring parents throughout the year into the classrooms to assist. Many parents came in and spoke about where they grew up. Some brought in photos. The second month, parents brought in cooked foods from countries around the world to share in the school-wide International Feast. The following month, the parents came to a Thanksgiving meal. They watched a show performed by the students that included costumes, which emphasized that children from long ago wore similar clothes to those of today. The fourth month found parents playing games with their children at a Shabbath dinner. The games included races, spinning tops, and breaking pinatas. The games, too, represented how children from other countries participate in similar activities. Parents were not included in any programming the fifth month, but during the sixth month they came in for a holiday party and show whose

focus included how children celebrate holidays. Cultures that were included were Chinese, Israeli, and Irish. The next month's study included both modern-day transportation and past modes of travel. The pupils designed transportation books and stories. Through a newsletter, parents were urged to save and read these homemade projects with their children. With the change of seasons occurring around the world, the curriculum was brought to an end. At this point, parents were invited to a Parent Organization meeting to discuss about the curriculum's benefits and their children's responses to it throughout the year.

The second part of phase two was teacher oriented. They filled out their plans for the first month and laid them out at the first morning faculty meeting (see Appendix I). Written invitations to parents to participate in the curriculum about their ancestry were extended. Some parents were really creative and brought in photo albums and some made family trees to trace their family's heritage. Teachers had all parents send in family photos to create ancestry trees in class. The children pasted them on poster board. Some teachers had the children punch holes around the edges and develop sewing cards. From that step, they sewed their card to a friend's and an ancestors quilt was formed to hang in the school.

The rest of the month included projects which encouraged increasing self-esteem. Children made self-

portraits and full body pictures on butcher block paper. The prekindergarten classes' curriculum included science lessons on the skeleton, heart, and lungs. The two and threes' teachers requested books with realistic pictures to be purchased and added to their classroom libraries. They too, traced the children's body onto paper for the children to color. The pictures were hung in the classrooms as if they were holding hands.

It was at this beginning point of implementation that the teachers decided to pair up and plan as a team. They cooperated on planning and filling out the curriculum charts each month. The curriculum evaluations were done separately in order to allow each teacher to check on how she carried out the curriculum design and how her pupils reacted. The team spirit and cooperativeness carried over to other areas during faculty events. Evaluative forms were completed and the writer noted the children's reactions on their forms.

The first phase of unit two was the creation of a menu for the end of the month's International Feast to which parents were invited and asked to cook. Remembering to stress similarities, teachers chose rice and corn as their basic food staples since these foods are essential to so many cultures (see Appendix J). Teachers demonstrated how the Spanish and Japanese meals are all served with rice, just as Native Americans and Mexicans eat corn. The children enjoyed seeing, tasting, and cooking. Corn was

cooked as corn-on-the-cob, corn bread, and corn chips; Spanish rice, white rice, and fried rice, as well as rice cakes were also sampled. Teachers requested posters from travel agencies to hang in the classrooms. New utensils, such as chop sticks, bowls, woks, and tea pots were added to the kitchen play centers.

Two night meetings, run by the same community professional, were arranged to take place during this month to assist in raising teachers' cultural sensitivity and training. Further explanations of the teacher's role in designing and carrying out the curriculum were explored. The first night meeting emphasized the importance of similarities in different cultures. The blending of cultures was shown through cooking experiences. Teachers cooked hot and cold rice dishes and compared the colors and lengths of different rice. Boxes were saved to act as props in kitchen centers. Popcorn, corn chips, and corn bread were tasted and compared for texture. Art projects were done with the foods. The second half of the meeting expanded on the teacher's role and responsibilities to explore, develop, and implement a multicultural curriculum. The teachers were divided into groups. Themes were discussed and modes of teaching styles were role-played to help focus on developing teacher sensitivity to the definition of family and their students' different backgrounds. The goal was to sensitize the teachers to accept and recognize different backgrounds.

While originating and implementing the first theme, educators became sensitive to the changing meaning and usage of the term family. Because of the rise in the divorce rate and different custody rulings, the traditional family structure so common to the early childhood curriculum was no longer the only family structure acceptable. The teachers became aware that all types of families needed to be shown and treated with respect in the classroom. At the next faculty meeting, we discussed the need to purchase new books with realistic pictures and stories about all types of families that would be kept in each room.

At the same night meeting, the idea for developing active bulletin boards was created. Each room was reviewed. The leader suggested not only just to hang up curriculum idea pictures, but also to write out questions and words so the children could play matching games, start on prereading skills, and explore. Some bulletin boards were turned into learning centers and backgrounds for sociodramatic play corners. At the next faculty meeting, the staff and the writer determined that this type of bulletin display would now become part of the ongoing curriculum.

The same professional led the second night meeting which stressed music, history, videos, and the 1990's approach to using multimedia in the classroom. Flannel boards, puppets, props, and electronic equipment were used to demonstrate a means to show children's special families

BEST COPY AVAILABLE

and similarities around the world. Teachers broke into groups and had to create three songs which could be used in the curriculum.

Some teachers wrote own original scores; others thought of popular songs such as "Are You Sleeping Brother John?", "The Mexican Hat Dance", and "Here We Are Altogether". Teachers again requested that the writer purchase supplies. This time they wanted to add multicultural videos. puppets. block figures, and dolls.

To continue using community professionals. the writer invited a professional story teller to entertain and teach the children about books relating to different cultures. The story teller chose to dramatize through the use of costumes and visual cardboard props, the book Seven Chinese Brothers. She left with the teachers' ideas to create fans, finger puppets, and egg drop soup. The children said the soup tasted like their grandma's chicken soup. Again the teachers asked to purchase books for their rooms.

The next month's theme was devoted to types of clothes that children wear around the world that are similar to what the children in Florida wear (see Appendix K). During the first week, the faculty reviewed last month's curriculum theme. It was decided to purchase multicultural crayons and markers to assist children in coloring and recognizing that all skin colors are not the same. Posters were purchased to represent children of all cultures. New ideas were developed. Since it was November, the question of

Thanksgiving and the change of seasons were discussed.

The next three weeks, children were found making hats and vests from different countries. One class made vests which were decorated in one-half Native American and the other side Mexican pattern designs. The back was dedicated to designs that they found on vests that their parents or older siblings wore.

The children came to realize that while it was still warm here in Florida, many books exhibited children wearing winter clothes at their Thanksgiving celebrations. Developing penpals with a class of four year olds in Cleveland was an unexpected addition to the multicultural curriculum. This came about when the writer's sister visited Florida. She worked for an organization that had a preschool on their campus and while they were conversing about the weather the idea arose to have each school exchange ideas. The first communication took place near the Thanksgiving holiday. The children at our school described what they ate and how they dressed. Pictures and cards were made. The Cleveland school in turn told us that they wore heavy clothes and could not believe that there was not any snow here. They also added that they ate plenty of soup and drank hot chocolate, but loved the turkey most of all. The children remembered these differences and similarities on their November survey.

The game unit tied in with our December holiday (see Appendix L). Students were taught traditional holiday

games, while learning about games of children from other countries. One teacher suggested making a pinata in the shape of a dreidel, or spinning top, for the holidays. Children came to realize that all children enjoy races, hopscotch, and jump rope games. The indoor gym teacher introduced hula hoops, baseball, archery, soccer, and basketball.

The game unit took an unexpected twist when the children requested that the teachers plan these activities for outside playground time. Up to then, playground time was free play and the teachers only role was to supervise. The teachers played several games with their pupils in the allowed free-play time.

January, the fifth month of implementation, was scheduled to cover shelter or housing. The music teacher decided to get more involved and suggested at an informal meeting with the writer that she would like to add music from other countries to her curriculum. She began with French, Spanish, Hebrew, and Afro-American songs. In the months to follow, she suggested that she would add dancing and instruments from other countries.

Since the climate was changing to cooler weather, the house unit took on several science related activities. The threes built igloos from ice cubes and/or styrofoam pieces. The four year olds tried sugar cubes. One parent donated pipe line pieces to assist in the construction of a five-foot teepee and a flat-roof rectangular house. Both took up

about one-fourth of the classroom space and the teachers were able to turn the structures into play centers. One class made a book, titled Houses. Each house was made from precut shapes so the teacher turned it into a math review. The teepee was a triangle, the igloo was one-half of a circle, and the tree house was half a circle on top of rectangles.

Along with the science lessons on hibernation, the four year old classes learned about the importance of homes to their animal friends. They water-colored birds and made nests from yarn and created mother kangaroos with pouches out of paper plates. To continue the language arts webbing, the teachers read The Best Nest by P. D. Eastman, and Norma Jean, Jumping Bean. One student brought in Barney's Home Sweet Home video tape produced by Lyon's Group. By viewing the tape, many of the preschoolers began to have a better understanding of some different types of houses that they had already discussed with their classmates. The tape focused on the various kinds of homes animals and people occupy and that all creatures live on the planet Earth. The tape allowed the preschoolers to actually observe an igloo, ranch, and apartment dwellings. The pupils also previewed an enactment of the story, Three Little Pigs, which emphasized three types of homes. The teachers and children then followed-up by making a Big Book which gave the children a chance to become authors and illustrators. All these activities allowed the preschoolers to begin to

realize that a home is a place that you share with people you love no matter how it appears (see Appendix M).

During the last week, the children's evaluations brought interesting comments which indicated a beginning of understanding of cultural similarities. Some of the four year olds commented that each house had a sitting, cooking, and sleeping space. Several children stated that, "Each house looked different, but each had a family inside that lived together." One girl remarked that some families slept in one room together. She felt that this was something she should bring to her mother's attention.

With the onset of a religious holiday whose theme was geared to children, the teachers at the next faculty meeting gave suggestions for choosing two more holidays to celebrate. This developed into the month's theme of Holidays Around The World (see Appendix N). Since this holiday focused on children wearing costumes, the teachers wanted to find holidays whose format were similar in other cultures. Ideas were adapted from a book, Small World Celebrations by Jean Warren and Elizabeth McKinnon.

One such celebration, an Eskimo-Indian event, found pupils making boots or mukluks from paper bags and cotton. Similar to the Purim Masquerade, the children had a Parka Parade where they wore handmade mittens and whale tooth necklaces created from styrofoam trays and yarn. The following week, teachers spoke about the Chinese New Year. They explained that this year was the Year of the Dog.

Children created Chinese fans out of paper plates and Chinese lanterns to hang in the classrooms. One four year old class made a dragon out of fabric and a cardboard box to wear in a parade. All the groups heard stories from each culture represented.

During the last week of the month, the preschoolers wore costumes for a Purim Parade. Some were store brought; others were handmade. While performing the children's survey, one child remarked to the writer, "All children like to march in parades."

During the last week, the writer surprised the four year old class with a huge manila envelope. The Cleveland penpals wrote back. They extended holiday wishes and included a huge experience chart story that they wrote and illustrated. The children could not wait to read it with their teacher and respond with their own story. Our students made up a story about words that they learned which began with the letter B. This was their letter of the week which was part of their phonetic reading series, The Letter People. The children also included hand-made finger puppets for their penpals. The puppets represented characters from the Purim holiday. Their response had to go out into the mail that day. The students were extremely excited about having friends far away that do school activities just like they do.

Since the Olympics were occurring in Norway, the teachers thought it was important to discuss with the

children many of the events and stories that they were watching take place on their televisions. Globes and newspaper pictures and articles became important tools to discover where the countries were located and how the people traveled to get there. Many of the children enjoyed learning about the different ways the participants moved on the snow: from skies to ice skates and from bobsleds to sleds pulled by dogs. This interest was a great spark to start the next unit.

The next month's curriculum centered on modes of transportation available in the United States and other countries. The main thrust of each discussion was on how children and their parents travel from place to place. The first few lessons stressed how children are transported to and from school. This gave students a concrete idea on which to focus. Again contact with local travel agents became important. They provided many brochures and posters which depicted means of transit.

At the faculty meeting, each teacher began the design for the month-long project (See Appendix O). It was decided that each student would illustrate and write a handmade book titled My Transportation Story. The goal was to make each student aware of how people travel in similar fashions all around the world. In addition, since preschoolers love to read and be read to, it would be fun for them to have their own books to take home and share with their parents. Through group discussions, story books, pictures, and

BEST COPY AVAILABLE

videos, students were able to create their own pages for their books on an developmentally-appropriate age level. The three year olds created collage pictures from magazines and travel brochures, shape trains out of construction paper, sponge-painted bicycles, and traced different shape cars. Each page received a one word caption or short sentence dictated by the student for the teacher to write. The four year olds took it one step further and dictated short stories for each page in their books. Their art work also included water color and finger painting illustrations. Some pages even had moving parts. For example, the wheels on the cars were put on with paper fasteners so they could turn. The object of the stories concluded with sentences developed by the students which is what the teachers had hope to gain. The last page for the three year olds' book was written by the staff, "Children and their parents all over the world travel in ways that are similar to children in Florida." After a group-circle time discussion on means of transportation, the four year olds completed their books with statements that they themselves created.

At the next faculty meeting, the teachers collectively decided that they would like to create another book with their students. The positive feedback they received on the previous month's transportation book from parents, as well as their students, gave added encouragement to plan another type of book. The staff designed a texture book which dealt with how weather was similar around the world even though

other children might be experiencing it at different times. (see Appendix P). Their goal was to read stories and discuss how children live in different climates and even though they may be living in another part of the world all children experience some sort of a change of seasons. The pages included sand for the summer, glitter for spring rain, styrofoam pieces to represent snow, rice to help create a hail storm, and saran wrap to show falling leaves. Identical to last month's curriculum, each page was labeled age-appropriately as dictated by the pupil.

The final phase of implementation consisted of administering all postevaluations and surveys. The writer analyzed and charted the results. At the last faculty meeting, the writer and staff members discussed all the conclusions. Included in the dialogues were the teachers' reactions to the curriculum's effectiveness and how they successfully continued to build throughout the implementation period the cultural sensitivity in their classrooms.

Prior to the final parents' meeting, a survey was sent home to evaluate the multicultural curriculum (see Appendix Q). A week after the return of the questionnaires, the parents were invited to a coffee and toast informal meeting to further discuss their reactions to the year's programming with the writer.

The writer reviewed their remarks and shared them with the staff at their final meeting later on in the year. This

retrospection assisted in the development of the criteria for the next school year's curriculum.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Teachers did not understand the need to develop and implement a multicultural curriculum which would increase a tolerance and a respect for other cultural and ethnic groups. Instead of using the existing curriculum which visited one country for a month, teachers needed to be retrained on the importance of stressing the similarities among cultures all year long. Staff also needed to be reminded that the curriculum centers and class lessons should also reflect cultural sensitivity and move away from the dominant culture represented in the school population.

To get started on the necessary changes at the center, the writer embarked on a complete evaluation and curriculum development plan with the teachers. Through various meetings, in which staff input was encouraged, an eight-month outline was formulated. An overall design on how to create, implement, and analyze each month's curriculum was created. It was decided that each staff team would plan together the following month's goals and separately critique the previous month's objectives on the itemized charts originated by the writer. Any suggestions and creative

ideas were shared at a total faculty meeting each month. With this format in place, the staff input continued to be important. This made implementation easier since the curriculum themes were their creation.

To continue the necessary changes toward the execution of a multicultural curriculum at the early childhood center, the writer initiated a retraining program. Workshops, pre and post observations, and guest speakers were included as part of the implementation program. For the variations to occur, each teacher was encouraged and reminded to stress the similarities of cultures. Objectives of each unit included how children around the world resemble each other in family structure, food, holidays, dress, housing, and transportation. To become sensitive to others, each center's props and teacher's attitudes were evaluated at each meeting in order to bring about changes in the students understanding of others.

At the end of the practicum, it was predicted that all the staff would have carried out daily instruction that included cultural diversity. Examining this goal was not difficult since the writer checked individual teacher's planbooks and made routine class visitations. In fact, all four instructors made changes in their theme centers to include props, and pictures from different cultures and family backgrounds. All four teachers changed their curriculum to stress similarities. This was visible in the staff's planbooks, curriculum goal charts, and in the

children's artwork which decorated the rooms.

At faculty meetings, the monthly curriculum evaluations were reviewed. Suggestions for changes and ideas for plans that were accomplished were shared with the entire staff. Teachers attended workshops on how to develop and implement a cultural-sensitive curriculum. The professional trainer aided the staff to shift their focus from the tourism approach. It was over eight months that each month's theme brought about differentiations that affected teachers' goals in the creation and implementation of the multicultural curriculum.

Table Four represented the facts to illustrate that there was a betterment in all areas of creating a multicultural-sensitive curriculum. It was apparent that the staff in most areas improved their objectives to include an increase in encouraging students to gain an understanding and respect for the similarities within their own group and the groups outside their own community.

These objectives were adapted from Ramsey (1987) and Bredekamp (1991). The same assessment chart was used each month. The scores showed that the entire staff improved on each question almost every month. By the last two months, each teacher felt that she had fully reached her objectives on each question and marked a three for fully developed. The greater improvement occurred in the curriculum areas of understanding and respect for similarities and differences amongst people. There were increases in the categories of

increasing awareness and understanding of other people, assisting children on how they view themselves as part of a larger group, and aiding children in developing gender, cultural, and racial identities. In these areas, the scores went up a full number.

Table 4

Results of Mean Scores On Assessment For Monthly Curriculum Goals

(Adapted from Ramsey, p. Teaching and Learning in a Diverse World, 1987, and N.A.E.Y.C.'s Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight Bredekamp, Editor, 1991)

The Curriculum Goals

1. Assist children in developing gender, cultural, and racial identities which recognize similarities, as well as differences
2. Assist children on how they themselves are part of a larger group in our society
3. Assist children in learning appreciation and respect for the assorted cultures in which people live
4. Encourages children to include, cooperate, and share with others
5. Enhances self-concept and self-esteem
6. Enhances cognitive learning
7. Increases experiences of children to include instruction about the ways of others
8. Increases understanding and respect for similarities and differences within their own group
9. Increases understanding and respect for similarities and differences among people in and out of their community
10. Increases awareness and understanding of other people in our world

Score: 0 not developed
1 minimal
2 somewhat developed
3 developed

Month										
8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
7	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
6	2.8	3.0	3.0	2.8	3.0	2.8	2.5	3.0	3.0	2.5
5	3.0	3.0	3.0	3.0	3.0	2.8	2.5	2.5	3.0	2.5
4	2.8	2.5	2.8	3.0	3.0	3.0	2.8	2.8	2.8	2.8
3	2.8	2.3	3.0	2.5	2.8	2.3	2.3	2.8	2.5	2.3
2	2.8	3.0	3.0	3.0	3.0	2.8	3.0	3.0	2.8	2.8
1	2.0	2.8	2.0	3.0	2.8	2.3	3.0	2.0	2.0	2.0
	1	2	3	4	5	6	7	8	9	10

Numbered Question

Further analysis (see Table 5) exhibited how each teacher improved her scores on the monthly-curriculum goals' assessment mentioned above. All the staff started their assessments with either a score of two or three. Depending on the monthly topic, the teachers' scores either remained the same or varied by one point. None of the scores ever fell below a two or somewhat developed. As the implementation continued, the teachers had an increase in the amount of fully developed scores. Teacher Number One had a perfect goal achievement after the third month. Teacher Three achieved perfect scores during the sixth month. Teacher Number Four did have a tally of all threes in month five, but this faltered in the following month. This staff member and the remaining teacher accomplished

total scores of three in the seventh month. In all cases, the teachers performed the curriculum goals set forth by the writer's questionnaire before the end of implementation.

Table 5

Monthly Assessment Scores of Individual Teachers On The Curriculum Goals

Teacher Number One

Month	1	2	3	4	5	6	7	8	9	10
8	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3
3	2	3	3	3	2	2	2	2	3	2
2	2	3	3	3	3	3	3	3	3	3
1	2	3	3	2	3	3	2	2	2	2

Numbered Question

Teacher Number Two

Month	1	2	3	4	5	6	7	8	9	10
8	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	3	3	3	3	3
5	3	3	3	3	3	2	2	2	3	2
4	3	2	3	3	3	3	2	3	3	3
3	3	2	2	3	3	2	2	2	2	2
2	3	3	3	3	3	3	3	2	3	3
1	2	3	2	3	3	3	2	3	2	2

Numbered Question

Teacher Number Three

Month	1	2	3	4	5	6	7	8	9	10
8	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3
6	3	3	3	3	3	2	3	3	3	2
5	3	3	3	3	3	2	2	2	3	2
4	2	2	2	3	2	3	3	2	2	2
3	2	2	3	2	3	2	2	3	2	2
2	3	3	3	3	3	3	2	3	3	3
1	2	3	2	3	3	3	2	3	2	2

Numbered Question

Teacher Number Four

Month	1	2	3	4	5	6	7	8	9	10
8	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	3	3	3	3	3	3
6	2	3	2	3	3	3	2	3	3	3
5	3	3	3	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3
3	3	2	3	2	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3	2	2
1	2	2	2	3	2	2	3	3	2	2

Numbered Question

Table Six demonstrated that all four staff members' attitudes toward recognizing diversity and representing all

cultures in a preschool program changed. The gains in the pre and posttests were clearly evident. The most significant increases occurred in the teacher recognition that multicultural curriculum should be taught to preschoolers and that teaching about differences does not encourage positive self-awareness. They especially expressed the desire for current early childhood staff's need to be retrained away from the tourism approach of stressing differences to emphasizing similarities among people. All four staff members also indicated an improvement in six other areas. The teachers on the pretest felt it was important to teach to the dominant culture represented, that cultural diversity lessons foster negative attitudes, and preschool children are too young to learn about other cultures. The posttest revealed that the teachers now had a better understanding that preschoolers need to learn about the similarities in other cultures even if the school's basic population was composed of one culture. There was a significant increase in the awareness that teaching the multicultural curriculum would indeed assist preschoolers in developing self-concept and understanding of gender roles.

Despite the gains in 18 of the 20 areas tested, two principles showed negative change. One was teacher attitude on believing that this curriculum plan would increase preschoolers chances for success; the other question dealt with teaching the curriculum through the tossed salad

approach, rather than the melting pot theory.

Table 6

Comparison Measurement Of Multicultural Attitudes Of Teachers
Pre and Posttest

Note: x is the symbol for correct response on the pretest
y is the symbol for correct response on the posttest

	Teachers				Difference
	1	2	3	4	
Questions:					
1. Cultural diversity is becoming more evident in our community.	xy	xy	xy	y	+1
2. It is important to include cultural diversity in the curriculum.	y	xy	xy	y	+2
3. There is a growing concern to keep a cultural identity.	xy	xy	y	xy	+1
4. It is important to teach about all cultures.	y	xy	xy	y	+2
5. Preschool children are aware of racial differences.	y	xy	y	y	+3
6. Preschool children recognize gender roles.	xy	y	y	y	+3
7. It is important to teach to the dominant culture represented.	y	xy	y	y	+3
8. Multicultural curriculum can assist children to develop a better self-concept.	y	xy	xy	y	+2
9. Culturally diversity lessons fosters negative attitudes.	xy	y	y	y	+3
10. Multicultural diversity curriculum should not be taught in preschools.	y	y	y	y	+4
11. To increase understanding of others, cultural diversity should be encouraged.	y	xy	xy	y	+2
12. Multicultural curriculum should include developing self-esteem.	xy	xy	xy	y	+1
13. Teaching about differences encourages positive self-awareness.	y	y	y	y	+4
14. Colleges need to add multicultural preparatory classes to their curriculum.	y	xy	y	y	+3
15. Curriculum should consider					

the tossed salad approach to a pluristic society, rather than a melting pot theory.		x			-3
16. Teaching cultural awareness increases preschoolers' chances for success.					-4
17. Preschool children are too young to learn about cultural diversity.	xy	xy	y	y	+2
18. It is important for all children to be exposed to curriculum about all people.	xy	xy	xy	y	+1
19. Preschool staff should teach about diversity through the tourism approach.	xy	y	y	y	+3
20. Cultural diversity should be taught in schools where there are only diverse populations represented.	y	xy	xy	y	+2

The second objective to represent an increase in significance of multicultural curriculum was demonstrated when four of four teachers made notable gains in the general knowledge on objectives for creating a multicultural curriculum. This outcome was measured by presenting a pre and posttest based on Bredekamp and Rosegrant's (1992) goals laid out in their book, Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume One. It was clear from the number of incorrect responses on the pretest that the teachers did not understand the questions that dealt with preschoolers' understanding of gender and racial constancy and with preschoolers' comprehension that teasing causes hurt and rejection. The posttest showed an improvement in those areas. This new comprehension was exhibited by an increase in correct replies (see Table 7).

Table 7

Basic Knowledge Pre and Posttest Results

Note: x is the symbol for correct response on pretest
y is the symbol for correct response on posttest

	Teachers				Difference
	1	2	3	4	
Questions:					
1. Two and three year olds are egocentric.	xy	xy	xy	y	+1
2. Two and three year olds have gender and racial constancy.	y	y	y	y	+4
3. Four year olds view themselves as part of a family, not members of a larger group.	y	xy	xy	xy	+1
4. Preschool children are very interested in learning about characteristics of others.	xy	y	xy	xy	+1
5. Four year olds cannot classify by color, eye shape. and gender.	xy	y	y	xy	+2
6. Four year olds begin to take an interest in learning about cultural differences.	xy	xy	xy	xy	+0
7. Preschoolers have acquired knowledge about what is socially acceptable behavior for each gender.	xy	y	y	xy	+2
8. Preschoolers cannot develop critical thinking for what is fair and unfair.	y	xy	y	xy	+2
9. Preschoolers can understand that teasing causes hurt and rejection.	y	y	y	y	+4
10. Preschoolers can understand stereotypes.	y	xy	xy	y	+2

The teachers completed a postsurvey form to reflect on their changes as well. All four teachers now registered that the inservice classes aided in the development of the multicultural curriculum since they did not have college training. All four also agreed that their preschool students benefitted from the curriculum plan and that they

would incorporate it into next year's programming.

The third practicum objective which measured a change in the children's outlook from egocentric to an understanding of others was measured monthly by the writer. Each month she interviewed the children and they responded by pointing to the happy or sad face that appeared on the top of the page. Because of their age, the writer prior to the interview, sometimes had to remind the students of the activities completed that month.

The 40 students' responses to the same questions varied monthly. Despite the fluctuations, there was an increase in yes answers (see Table 8). Replies varied from month-to-month according to the activities that were planned. The last two curriculum goals were achieved through the making of books by the pupils. Since preschoolers love to read and to create their own works of art, these two months brought the greatest percentage of positive votes. The last two months' total number of students varied from previous months due to two drop outs. New students were admitted to the program, but were not counted in the tally.

Table 8

Monthly Children's Evaluation Of Program

Score: the number under each month is the total yes responses

Month:	1	2	3	4	5	6	7	8
1. Did you enjoy learning about monthly theme? _____ __	40	40	40	40	40	40	38	38

2. Did you see that children around the world do things the same way you do?	3	40	38	38	39	33	38	38
3. Did you see that some children do things differently than you do?	1	28	37	31	33	34	36	36
4. Did the teacher tell you stories?	35	12	29	32	39	40	38	38
5. Did the teacher bring in new toys?	36	28	9	30	35	32	35	38
6. Did you make anything special that taught you something new about other children?	40	40	38	40	40	38	38	38
7. Did you make anything new?	38	40	40	40	36	39	36	38
8. Did you learn that some children do things the same way you do?	40	36	28	39	37	36	35	35
9. Did you tell mommy and daddy about all the new things you did in school? *	25	35	24	32	30	30	36	35
10. Did you make something that is just like something children do in another country? *	8	39	38	40	37	32	38	38

* last two months total number of students was 38, not 40, due to two drop outs

---

Four of four teachers changed props in their classroom to facilitate awareness of others was the fourth objective. All four teachers reported changing their classroom's focus to utilize realistic language arts stories about others, to supply puppets and dolls representing a variety of people into sociodramatic play centers, to replicate crafts that are found in other cultures, and to use art materials that represent a variety of skin tones. In fact, all four teachers in 25 out of 27 questions changed to a positive reply on the posttest (see Table 9). According to the staff, the two areas that still needed modification were the need to purchase illustrated photographs. Presently, the

rooms were decorated with cartoon-like pictures and drawings. The displays around the room were also lacking representation of men and women doing a variety of tasks. The educators believed this needed to be altered if the children were to carry over roles into play situations.

Table 9

Prop Checklist Pre and Posttest Results

	Responses			
	Pre		Post	
Questions:	Yes	No	Yes	No
Domestic Themes				
illustrated photographs	0	4	1	3
different utensils	3	1	4	0
dress-up clothes(male/female)	4	0	4	0
Dolls				
cross racial	4	0	4	0
female and male	1	3	4	0
Puppets				
cross racial	1	3	4	0
female and male	4	0	4	0
Blocks				
cross racial and ethnic	0	4	4	0
variety of shapes	4	0	4	0
Art				
replicate crafts that are found in different cultures	2	2	4	0
markers, paints, crayons that represent a variety of skin tones	3	1	4	0
materials that allow weaving, printing, clay for pottery, jewelry	3	1	4	0
Music				
simple songs in more than one language	4	0	4	0
dances from other cultures	4	0	4	0
Books				
realistic	1	3	4	0
familiar terms	3	1	4	0
picture books that depict gender, racial, ethnic, physical ability diversity	3	1	4	0

Toys				
age appropriate	4	0	4	0
allow for realistic identity	3	1	4	0
create positive racial and cultural identity	2	2	4	0
represent images of different groups	0	4	4	0
Picture-Bulletin Displays				
full length mirror	4	0	4	0
variety of families-ethnic and racial backgrounds	1	3	4	0
variety of families-extended and single parent	0	4	4	0
men and women doing a variety of tasks	1	3	0	4
photographs of staff and children	4	0	4	0
Manipulations				
puzzles -represent race, gender, ethnicity, occupations	2	2	4	0

The last objective was added to the practicum by the writer at the end of the implementation to assist in outlining parent reaction to the year-long curriculum (see Appendix Q). This was to supplement the writer's last parent meeting. It was formatted as a questionnaire and sent home with a request to be returned the following day (see Table 10). Thirty eight surveys went home with the pupils and

25 were retrieved. The responses were summarized to explain their reactions.

Table 10

Parent Evaluative Questionnaire

1. Did your child speak to you about the different monthly curriculum themes?

Twenty two of 25 responses indicated a positive

answer to this question. The parents reported that their children especially enjoyed the holiday, cooking, and ancestor units. Those parents who communicated in the negative on this question all stated, "Their children do not share their school world with anyone."

2. Which part of the curriculum did you feel your child gained the most from?

Twenty five of 25 parents all reacted with positive feedback on this question. They reported that their youngsters enjoyed all the aspects of the curriculum. Some comments included, "I was impressed with how much they had learned," "There was a great variety of projects," and "The curriculum was beneficial."

3. Parent Participation: Should it continue and which part did you enjoy the most?

All the comments here were affirmative even those who said that they missed some of the programming due to their work schedules. They felt sharing time with their child was important and that the school should provide as many opportunities as possible. Other positive comments were, "Rewarding to share with our children in an environment outside the home," and "We always enjoyed sharing any part of my child's school day."

4. When children brought their projects home, did your child discuss the similarities of other children?

Fifteen of 25 comments indicated either a no or not really to this question. The positive responses said the

children compared facial characteristics like eye and hair color. Other parents stated that their youngsters often spoke about classroom activities. They wrote that the children, "Cannot say enough about the art projects and how they made them rather than the similarities issue." Some did mention that their children talked about the other children in the class and lately spoke about the new students and where they came from. None mentioned the likenesses of children.

Discussion

Since beginning the eight month implementation plan, the teachers have increased their awareness of the importance of producing and implementing a curriculum which fosters a respect and understanding of other peoples' culture. The first conspicuous change was shown in the teachers' attitude and orientation toward creating sensitivity to gender roles, family structure, and placement in a pluristic culture. This change came about after the writer and her staff reviewed the pretest results at their first full faculty meeting. Suggestions for modifications and creation of a program that would effect changes to develop cultural sensitivity were formatted. This was similar to Fennimore and Vold's (1992) suggestions found in their article. They too felt an early childhood curriculum needs to foster respect for each child in a classroom, as well as all children in the world. Gonzalez-Mona (1991)

claimed similar ideals in her article. She felt to have an effective multicultural curriculum children will need to understand and respect other cultures so they feel comfortable with all people, but yet maintain their own identity within their culture. Along this line, the teachers agreed that developing a positive self-concept while being brought into contact with many other cultures through the year-round curriculum was an important goal not to be forgotten when originating the new curriculum.

In their article, Whally and Swadener (1990), took this one step further by outlining curriculum goals, which the writer's staff adopted as a basis of their own program plan. Their aims proved to be effective as shown on the results of the posttests. Suggestions that follow were put into place.

1. Learn own background before learning about others'
2. Always show both genders
3. Avoid stereotypes
4. Integrate other cultures into play centers

These goals led the teachers to begin their plan with a unit on ancestors in order that the students learn about where they came from, and start on the road to building a positive self-concept. Filling out the calendar goals each month insured that the educators throughout the year purchased books as needed for the topic that depicted realistic pictures of people of all ages. Along with those props, staff added tools that were used to represent realistic skin tones. The teachers used the markers and crayons in their flannel board stories, as well as making

them accessible to the art centers for their pupils to utilize any time they needed. All four teachers, as a result of the post evaluations, felt that they missed the mark when purchasing pictures or posters for their room that displayed men and women in a variety of settings. They hope to search out for these supplies to correct this in order to have new pictures for their centers.

Teachers, during indoor play sessions as observed by the writer, also were made cognizant to check on both genders to see if they were indeed rotating centers. If not, teachers knew that their role as facilitator, was to encourage all children to spend time at each center. For example, boys were sent to housekeeping and girls to the block centers.

Clark, DeWolf, and Clark (1992) also suggested in their article to stress similarities and to cover holiday curriculum units on nondominant groups were important when implementing a multicultural curriculum. The staff incorporated these ideas for their year-long programming. The authors' advice including reviewing many minorities so one minority group would not stand out. In all the units, the staff represented many different groups in order to stress how many children do activities alike in numerous ways.

Before embarking on implementation, the teachers received inservice training. The pre-survey indicated that all four teachers did not have college course work on

multicultural curriculum. Rashid (1990) agreed that teachers needed to be trained in this area. The staff's communications on the postsurvey suggested that the training assisted in creating understanding and gave them ideas for implementation. Without it, similar to Rashid's study results, teachers would have been told what to do, but not how. The training also gave teachers a new understanding of their attitudes about their own and others' backgrounds so they could be better able to foster understanding to their students. Both Williams (1992) and Ogilvy, Boath, Cheyne, Jahoda, and Schaffer's (1992) research agreed that ideal concept as being necessary for teacher training. The multicultural curriculum became increasing important after the teacher training sessions and after the faculty meetings where each other's agenda were discussed as a group.

Since young children learn best through concrete experiences and constant repetition, it only followed that the curriculum concepts were taught year-round (Swadener, 1988). This basic concept was adopted by the teachers for their program plan. Each unit included many concrete art and music activities as demonstrated on the curriculum goals chart completed each month. The increase in children's positive responses exhibited that better understanding through these activities was accomplished.

The responses on the monthly children's evaluations were sometimes hard to elicit, especially at the beginning of the implementation plan when the children were young

threes and early fours. The writer added to her plan, a small group discussion with each class two or three days prior to the actual evaluation. The informal class talks often found the writer sitting in a circle with the young pupils. The goal for this activity was to remind the children what activities they did, what books the teacher read, and the new props that were purchased. This assisted the children so they could have better recall when responding to the questions. As the year continued, the writer phased this out since the children were older and now understood the interview process.

Toward the end of the practicum when planning the last phase of parent participation, another concern arose for the writer. The last parent meeting's main purpose was to evaluate the program. Since there was an increase in the number of parents that returned to the work force, the writer was worried about attendance at the morning meeting. She felt that if there was a poor turn out, there would not be a cross section of opinions to fairly judge the curriculum. She then created a survey with four questions which were sent home and returned to school a week prior to the meeting. Twenty five of 38 questionnaires were brought back. The responses were analyzed and became the basis for the actual meeting's agenda. The answers were outlined and used as overheads and handouts for the meeting. This format proved to be effective.

From the evaluations on the parent survey, it was clear

that the children enjoyed the units and all the projects and music that went along with them. The parents, too, appreciated the participation portion and requested more of the same for the following year. However, the writer found a common thread from the parents' negative reactions to the question whether their children ever discussed similarities. The writer concluded that the parents were not fully aware of the curriculum goal or the question was not worded clearly. This issue was taken up at the parents' day-time meeting to clear up misunderstandings. This seemed to assist the parents in realizing the program's objective was to stress the similarities amongst all people.

When looking back, there was another unexpected outcome. It was obvious to anyone who entered the writer's preschool that the necessary furnishings for fostering cultural understanding were not present at the beginning of implementation. The teachers did not consider this concept important for the development of their students' self-concept, gender concept, and respect for others. It was apparent when visiting the school that the teachers did not consider teaching any cultural ideas except the dominant one representative of the school's population. If any other cultures were taught, differences were stressed. The class only needed to learn art, music, and indoor play of the prominent culture present. This was evident in their planbooks as well. It was also noticeable, that each teacher planned on her own for her individual class.

Multicultural curriculum became increasingly important as the implementation period continued. Each month's faculty meeting, showed an improvement in team teaching planning which was another unexpected outcome. Up until last year, each teacher planned individually. The writer incorporated time for planning periods. These breaks were built in for each team or grade level to plan and discus ideas. This set-up appeared to create more innovative ideas and team spirit. The children enjoyed many of the programs that included multiple-class lessons. The teachers enjoyed relying upon each other's advice and suggestions. This carried over to all areas of programming and to the entire faculty meetings.

After implementation, the school made a complete turn. The teachers' new attitudes toward cultural sensitivity seemed to be evident throughout the school building. New props and materials were found in play and art corners. Not only were the room appearances different, but also the teachers' role in motivating and nurturing the multicultural theme of respecting and accepting children of other cultures. Toward the end of the eighth month when new students who were from other cultures other than the dominant one represented enrolled, they were welcomed by the staff and students alike. The writer then realized the goals she had set forth were achieved.

Recommendations

As a result of this practicum, the writer recommends the following:

1. Develop workshops for parents on the importance of creating culturally sensitive awareness and increasing attentiveness to different family structures.

2. Preschools should adopt a multicultural curriculum into their daily routine.

3. Preschool personnel should attend curriculum workshops which emphasize teaching the similarities among people.

4. Teachers at faculty meetings should continually share their creative curriculum objectives for future multicultural plans.

5. Preschool programs should encourage team planning to assist in enhancing brainstorming for future program ideas.

6. Programs should encourage teachers to update their sensitivity training yearly by promoting attendance at early childhood workshops. This commitment should be shown by giving staff paid time off to attend the seminars.

7. Programs should allow teachers a budget to purchase necessary tools, such as multicultural crayons and markers, family puppets, and flannel board materials. These props should be accessible to all staff and students and used daily.

Dissemination

One unexpected outcome from implementation led the

BEST COPY AVAILABLE

writer to encourage and plan with the faculty as a whole, and now with teams. Watching the teachers of the same age-level groups plan together, brought a focus to objectives and increased colleague friendship which was not previously evidenced at the worksite. It was enhanced at staff meetings and allowed the writer to give her staff more input toward developing and amplifying the school's philosophies and curriculum aims.

The writer has developed a children's book about a mouse who is in a multicultural classroom. It follows the "mouse" children throughout a daily routine. It is now on an artist's desk ready to be sent to a publisher. The writer also has plans to write articles about retraining teachers on the value of implementing a multicultural curriculum into their daily plans. Included in the article will be tips on how to set up such a program and the reason for its importance. It will also have the general outline and ideas the teachers utilized during the implementation phase. The writer also intends to run continual workshops for her teachers on increasing multicultural awareness in order to continue what the practicum set out to accomplish. Outside professionals will also be invited in order to encourage other preschools to get started on implementing the curriculum ideal.

In addition, the writer plans to share this practicum with other early childhood center directors and elementary

school personnel. In these workshops, she hopes to awaken their need to inspire other administrators to impart to their staff the necessity in emphasizing the similarities of others, not the differences. By sharing these multicultural curriculum goals with other professionals, we will ensure continued growth and development of these ideas that we believe to be essential to children's growth.

References

Annual Report and Service Guide. (1991-1992). Coral Springs, Fl: City Commission.

Aotaki-Phenice, L. & Kostelnik, M. (1983). Attitudes of early childhood educators in multicultural/multiethnic education. Journal of Multilingual and Multicultural Development, 4(1), 41-46.

Borke, H. (1971). Interpersoneal Perception of Young Children: Egocentrism or Empathy? Developmental Psychology, 5(2), 263-269.

Boutte, G. & McCormick, C. (1992). Authentic multicultural activities. Childhood Education, 68(3), 140-144.

Bredekamp, S. (Ed.). (1991). Developmentally appropriate practice in early childhood programs serving children birth through age eight (7th ed.). Washington, DC: National Association for the Education of Young Children.

Bredekamp, S., and Rosegrant. (Eds.). (1992). Reaching potentials: Appropriate curriculum and assesssmnet for young children volume 1. Washington, DC: National Association for Education of Young Children.

Carter, M. (1988). Honoring diversity: Problems and possibilities for staff and organization. Child Care Information Exchange. 43-47.

Clark, L. DeWolf, S & Clark, C. (1992). Teaching teachers to avoid having culturally assaultive classrooms. Young Children, 47, 4-9.

Derman-Sparks, L. & A.B.C. Task Force. (1989). Anti-Bias Curriculum Tools for Empowering Young Children. Washington, DC: National Association for the Education of Young Children.

Derman-Sparks, L. (1990). Understanding diversity. Scholastic Pre-K Today, 44-50.

Fennimore, B. S., & Vold, E. B. (1992). Education today for a multicultural world. In V. J. Dimidjian (Ed.), Play's place in public education for young children (pp. 95-103). Washington, DC: National Education Association of the United States.

Greenman, J. (1989). Living in the real world. Child Care Information Echange, 69, 11-13.

Jalongo, M. (1992). Children's play: A resource for multicultural education. In E. Vold (Ed.), Multicultural education in early childhood classrooms (pp. 52-63). Washington, DC: National Education Association of the United States.

Johnson, E. G. (1977). The development of color knowledge in preschool children. Child Development, 48, 308-311.

Jones, E., & Derman-Sparks, L. (1992). Meeting the challenge of diversity. Young Children, 47, 12-18.

Miller, P. (1989). Theories of Developmental Psychology (2nd Ed.). (pp. 219-266). New York: W.H. Freeman and Company.

Ogilvy, S. (1992, May). Learning about diversity, Parent's Magazine, pp. 50-53.

Ogilvy, C. M., Boath, E. H., Cheyne, W. M., Jahoda, G., & Schaffer, H. R. (1992). Staff-child interaction stages in multi-ethnic nursery schools. British Journal of Developmental Psychology, 10, 85-97.

Oden, S. & Asher, S. (1977). Coaching children in social skills for friendship making. Child Development, 48,(2), 495-506.

Phillips, C. B. (1988). Nuturing diversity for today's children and tomorrow's leaders. Young Children, 43, 42-47.

Piaget, J. & Inhelder, B. (1969). The psychology of the child. New York: Basic Books.

Ramsey, P. G. (1987). Teaching and learning in a diverse world. New York: Teachers College.

Rashid., H. (1990). Teaching perceptions of the multicultural orientation of their preservice education and current occupational settings. Educational Research Quarterly, 14(1), 2-5.

Swadener, E. (1988). Implementation of education that is multicultural in early childhood settings: A case study of two day care programs. The Urban Review, 20(1), 8-27.

Webster's ninth new collegiate dictionary. (1991). Springfield, Ma: Merriam-Webster, Inc.

Wieseman, R. (1986). Multicultural beginnings and early learning. Journal of Instructional Psychology, 13(4), 172-176.

Whaley, K. & Swadener, E. (1990). Multicultural education in infant and toddler settings. Childhood Education, 66(4), 238-240.

Williams, L. (1992). Determining the multicultural curriculum. In E. Vold (Ed.). Multicultural education in early childhood classrooms (pp. 7-11). Washington, DC: National Education Association of the United States.

Young, R. L. (1991). A Paradigm for Examining Multicultural Education. (Report No. UD 028-138). Chicago, Il: American Education Research Association. (ERIC Document Reproduction Service No. ED 334-320).

APPENDIX A

PARENT PERMISSION LETTER

Parent Permission Form and Information Letter

Fall, 1993

Dear Parents,

For the past 18 months, I have been studying for my doctorate at Nova University. One goal of the course work involved is my undertaking a practicum at my job site. A practicum is a commitment to identifying a problem and trying to solve it through implementation of new and innovative programming. There will be several times during the program that I will solicit your help.

My second practicum will be on the development and implementation of a new social studies curriculum. I will look forward to reporting on the components that go into creating a new curriculum. The teachers and I will gain knowledge about different cultures and our role in promoting this new curriculum.

I do hope you will join us in learning about the importance of acquiring knowledge of cultures around the world.

In advance, I would like to thank you for your cooperation and as always invite you to see me for further information.

Sincerely,

Mrs. Ruth Jacoby

PLEASE FILL OUT AND RETURN THE SECOND PAGE TOMORROW

THANK YOU

I give Mrs. Ruth Jacoby permission to administer informal questionnaires to my son/daughter during school hours. My child's name and address will not be printed in any of the writings. I also know that I can speak to Mrs. Jacoby at any time about the program.

_____

parent's signature

---

date

---

child's name and class

APPENDIX B

PROP CHECKLIST FOR A CULTURALLY DIVERSE CLASSROOM

Prof .hecklist for Learning in a Culturally Diverse Classroom
(Adapted from Patricia Ramsey's Book-Teaching and Learning in a Diverse World, 1987)

Name_____ pretest date_____

posttest date_____

Score: Place a yes or no next to each item

	pretest	posttest
Domestic Themes		
illustrative photographs		
different utensils		
dress up clothes (male/female)		
Dolls		
cross-racial		
female and male		
Puppets		
cross-racial		
female and male		
Blocks		
cross-racial and ethnic		
variety of shapes		
Art		
replicate crafts that are found in different cultures		
markers, paints, crayons that represent a variety of skin tones		
materials that allow weaving, printing, clay for pottery, jewelry		
Music		
simple songs in more than one language		
dances from other countries		
Books		
realistic		
familiar terms		
picture books that depict gender, racial, ethnic, physical ability diversity		

	pretest	posttest
Toys		
age appropriate		
allow for realistic identity		
create positive racial and cultural identity		
represent images of different groups		
Pictures-Bulletin Displays		
full length mirror		
variety of families-ethnic and racial backgrounds		
variety of families-extended and single parent		
men and women doing a variety of household tasks		
photographs of staff and children		
Manipulatives		
puzzles-represent race, gender, ethnicity, occupations		

BEST COPY AVAILABLE

APPENDIX C

TEACHER PRE AND POSTTEST ON BASIC KNOWLEDGE ON OBJECTIVES FOR CREATING A MULTICULTURAL CURRICULUM

Teacher Pre and Posttest on Basic Knowledge on Objectives for Creating A Multicultural Curriculum (Adapted from Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume One, Sue Bredekamp and Teresa Rosegrant, Editors,)

Score: Mark true or false

	Pretest	Posttest
1. Two and Three year olds are egocentric		
2. Two and three year olds have gender and racial constancy		
3. Four year olds view themselves as part of a family, not members of a larger group		
4. Preschool children are very interested in learning about physical characteristics of others		
5. Four year olds cannot classify by color, eye shape, and gender		
6. Four year olds begin to take an interest in learning about cultural differences		
7. Preschoolers have acquired knowledge about what is socially acceptable behavior for each gender		
8. Preschoolers cannot develop critical thinking for what is fair and unfair		
9. Preschoolers can understand that teasing causes hurt and rejection		
10. Preschoolers can understand about stereotypes		

Please fill out:

1. Did you ever have college training or inservice classes on multicultural curriculum? If yes, when?

_____

_____

_____

2. Do feel preschoolers can benefit from a multicultural curriculum? Explain

_____

_____

_____

3. What would you like to develop on multiculturism for your class?

_____

_____

_____

APPENDIX D

MEASUREMENT OF MULTICULTURAL ATTITUDE OF TEACHERS

Measurement of Multicultural Attitudes of Teachers
(Adapted from Aotaki-Phenice and Kostelnik, 1983)

Score: 1 if you agree with statement
2 if you are undecided
3 if you disagree with statement

	Pretest	Posttest
1. Cultural diversity is becoming more evident in our community		
2. It is important to include cultural diversity in the curriculum		
3. There is a growing concern to keep a cultural identity		
4. It is important to teach about all the cultures represented in our preschool		
5. Preschool children are aware of racial differences		
6. Preschool children recognize gender roles		
7. It is important to teach to the dominant culture represented		
8. Multicultural curriculum can assist children to develop a better self-concept		
9. Cultural diversity lessons foster negative attitudes		
10. Multicultural diversity curriculum should not be taught in preschools		
11. To increase understanding of others cultural diversity should be encouraged		
12. Multicultural curriculum should include developing self-esteem		
13. Teaching about differences encourages positive self-awareness		

14. Colleges need to add multicultural preparatory classes to their curriculum

15. Curriculum should consider the tossed salad approach to a pluristic society, rather than a melting pot theory

16. Teaching cultural awareness increases preschoolers' chances for success

17. Preschool children are too young to learn about cultural diversity

18. It is important for all children to be exposed to curriculum about all people

19. Preschool staff should teach about diversity through the tourism approach

20. Cultural diversity should be taught in schools where there are only diverse populations represented

APPENDIX E

ASSESSMENT FOR MONTHLY CURRICULUM GOALS

Assessment for Monthly Curriculum Goals
(Adapted from Ramsey, P.-Teaching and Learning in a Diverse World, 1987 and N.A.E.Y.C.'s Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight Bredekamp. Editor, 1991).

Score: 0 not developed
1 minimal
2 somewhat developed
3 developed

Month_____

THE CURRICULUM GOALS

1. Assist children in developing gender, cultural, and racial identities which recognize similarities, as well as differences

2. Assist children on how they themselves are part of a larger group in our society

3. Assist children in learning appreciation and respect for the assorted cultures in which people live

4. Encourages children to include, cooperate, and share with others

5. Enhances self-concept and self-esteem

6. Enhances cognitive learning

7. Increases experiences of children to include instruction about the ways of others

8. Increases understanding and respect for similarities and differences within their own group

9. Increases understanding and respect for similarities and differences among people in and out of their community

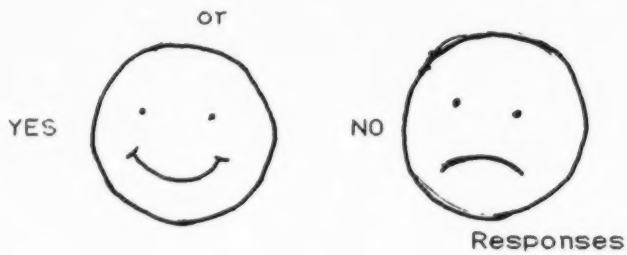
10. Increases awareness and understanding of other people in our world

APPENDIX F

MEASUREMENT FOR CHILDREN'S EVALUATION OF PROGRAM

Monthly Children's Evaluation of Program

Score: Point to



Responses

1. Did you enjoy learning about_____ ?
   monthly theme

2. Did you see that children around the world do things the same way you do?

3. Did you see that some children do things differently than you do?

4. Did the teacher tell you stories?

5. Did the teacher bring in new toys?

6. Did you make anything special that taught you something new about other children?

7. Did you learn anything new?

8. Did you learn that some children do things the same way you do?

9. Did you tell mommy and daddy about all the new things you did in school?

10. Did you make something that is just like something children do in another country?

APPENDIX G

SAMPLE CALENDAR FOR TEACHER'S MONTHLY CURRICULUM GOALS AND PROJECTS

MONTHLY THEME _____

MONTH _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

GOALS:

MATERIALS NEEDED:

APPENDIX H

SAMPLE CHART FOR MULTICULTURAL CURRICULUM MONTHLY THEMES BASED ON WHOLE LANGUAGE APPROACH

THEME _____

GOAL: _____

_____

_____

102

MATERIALS FOR CHILDREN: _____

_____

_____

LET'S BEGIN! _____

_____

_____

_____

STORIES: _____

ART: _____

SNACKS/COOKING: _____

SCIENCE: _____

MATH: _____

MOVEMENT: _____

MUSIC: _____

BEST COPY AVAILABLE

APPENDIX I

SAMPLE CURRICULUM CALENDAR FOR MONTH ONE-ANCESTORS

CREATED BY MRS. PIKE, MRS. SCHNEIDER, MRS. HOPP, & MRS. SILVERSTEIN

MONTHLY THEME ANCESTORS & HOLIDAYS

MONTH SEPTEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TRACE BODIES ONTO BUTCHER PAPER MOSAIC APPLES	SELF-PORTRAITS	HONEY BEE JARS	FOOT PRINTS	MAKE A FACE
	COLOR IN BODY PICTURES CLOTHES & HANDS MAKE APPLE SAUCE		ALL ABOUT ME BOOK	
	RED APPLE PRINTS RED JELLO SNACKS	ME-INSIDE& OUTSIDE	MADE SKELETONS FROM WHITE PAINT & Q TIPS	
	MADE BANANA BREAD	PARENT CAME IN & SHOWED A PHOTO ALBUM	PARENT CAME IN & SPOKE ABOUT THEIR ANCESTORS	
MADE TRUNKS FOR FAMILY TREES	MADE TREE TOPS	PASTED FAMILY PICS HOLE PUNCHED OAK TAG MADE ANCESTOR QUILT	FINISHED FAMILY TREES	INVITED NEWSPAPER OUT HUNG QUILTS IN HALLWAY AND IN ROOMS

GOALS:

TO DEVELOP SELF-ESTEEM
TO LEARN ABOUT ANCESTORS

MATERIALS NEEDED:
OAK TAG, PAINT GLUE, SCISSORS, HOLE PUNCHERS, CONSTRUCTION PAPER

104

APPENDIX J

SAMPLE CURRICULUM OUTLINE FOR MONTH TWO-FOOD

OCTOBER

THEME FOOD AND FALL

GOAL: SIMILARITIES IN FOODS WHICH CHILDREN EAT AROUND THE WORLD

106

MATERIALS FOR CHILDREN: POPCORN, MACARONI, SCISSORS, PAINT, LEAVES, MUSHROOMS, CONSTRUCTION PAPER

LET'S BEGIN! BUY NEEDED FOOD AND BRING IN FOOD SCALES FROM HOME. WILL STRESS RICE (JAPAN, MEXICO), SPAGHETTI (CHINESE, ITALIAN, AMERICAN), CORN (MEXICAN, AMERICAN) END WITH A TASTING PARTY AND INTERNATIONAL FEAST

STORIES: "POPCORN," "HOW POPCORN GOT ITS NAME," "MADELINE"

ART: CORN PAINTING, MACARONI ART, MUSHROOM PRINTING

SNACKS/COOKING: POPCORN, CORN MUFFINS, BLUEBERRY MUFFINS, MACARONI, SPAGHETI

SCIENCE: MAGNETS, POPCORN AND MACARONI CHANGES FORM WHEN COOKED

MATH: MACARONI MATCHING ONE-TO-ONE, METRIC MEASURING IN COOKING, MORE OR LESS

MOVEMENT: MEXICAN HAT DANCE

MUSIC: FIVE LITTLE MONKEYS FINGER PLAY

CREATED BY THE THREE AND FOUR YEAR OLDS TEACHERS AT TEMPLE BETH ORR PRESCHOOL

MRS. PIKE, MRS. SCHNEIDER, MRS. SILVERSTEIN, MRS. HOPP

BEST COPY AVAILABLE

APPENDIX K

SAMPLE CURRICULUM CALENDAR FOR MONTH THREE-CLOTHING

MONTHLY THEME CLOTHING

CREATED BY MRS. HOPP, MRS.SCHNEIDER, MRS. PIKE & MRS. SILVERSTEIN

MONTH NOVEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	COTUMES FOR THANKSGIVING	AROUND THE WORLD VIDEO	DRESS UP LIKE A MOMMY, DRESS UP LIKE A DADDY	
FUNNY FEET OUT OF PAPER BAGS & CONSTRUCTION PAPER		INDIAN HEADBANDS AND NECKLACES	ESKIMO NECKLACE	
	SONG WE ARE THE PILGRIMS	VEST FROM PAPER BAGS (ONE SIDE MEXICAN AND THE OTHER INDIAN PATTERN)	BACK OF VEST AMERICAN DESIGN	
WEAR SCARFS AND LEIS AROUND NECK LEIS MADE FROM STRAW, YARN, & TISSUE PAPER	ENGLISH PILGRIM HAT & COLLAR		AROUND THE WORLD COLLAGE STRESSING CLOTHING	

GOALS:

TO TEACH THE PRESCHOOLERS ABOUT THE SIMILARITIES OF CLOTHING

MATERIALS NEEDED:

OLD CLOTHES FROM HOME, PAPER, GLUE, DYED MACARONI, LARGE PAPER BAGES, CONSTRUCTION PAPER, YARN, STYROFOAM TRAYS, OLD MAGAZINES

108

APPENDIX L

SAMPLE CURRICULUM OUTLINE FOR MONTH FOUR-GAMES

DECEMBER

THEME GAMES

GOAL TO TEACH THE CHILDREN SIMILARITIES ABOUT GAMES THAT CHILDREN PLAY AROUND THE WORLD

MATERIALS FOR CHILDREN: DREIDLES, PRIZES, PAPER, PAINT, GLUE, STICKS, MARBLES, GAMES FROM HOME, TISSUE PAPER, BOXES TO MAKE PINATAS

LET'S BEGIN! PLAN FOR GAME DAY CHILDREN WILL BRING GAMES FROM HOME TO SHARE AND PLAY. PLAY AND TEACH THE DREIDLE GAME. LATKE GAME CATCH THE PAPER LATKE IN THE PAN. JACK BE NIMBLE EACH CHILD GETS A TURN TO JUMP OVER A CANDLE. PLAY RACES AND JUMP ROPE.

STORIES: THE CHANUKAH GUEST

ART: PINATA, PUPPETS, COLLAGE, MARBLE PAINTING, TISSUE PAPER PINATAS

SNACKS/COOKING: POTATOE PANCAKES

SCIENCE: PLANTING SEEDS , COOKING PANCAKES

MATH: COUNTED CANDLES AND MEXICAN BEANS, MEASURING AT COOKING TIME

MOVEMENT: SPINNING TOPS HOKEY POKEY

MUSIC: HOLIDAY SONGS, MEXICAN HAT DANCE

CREATED BY THE THREE AND FOUR YEAR OLDS TEACHERS AT TEMPLE BETH ORR

MRS. PIKE, MRS. SCHNEIDER, MRS. HOPP, AND MRS. SILVERSTEIN

BEST COPY AVAILABLE

APPENDIX M

SAMPLE CURRICULUM CALENDAR FOR MONTH FIVE-HOMES

MONTHLY THEME HOMES

MONTH JANUARY

CREATED BY MRS HOPP, MRS. SCNEIDER, MRS. PIKE, MRS. SILVERSTEIN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	WATER COLOR NEST & BIRDS		5 GREEN SPECKLED FROGS MAKE HEADBANDS WHERE DO FROGS LIVE	HOUSE SHAPE BOOK APARTMENT HOUSE (RECTANGLES)
NORMA JEAN, JUMPING BEAN READ AND MAKE OWN BOOK	HOUSE SHAPE BOOK TEEPEE TRIANGLE	READ "THE BEST NEST" P.D. EASTMAN	MAKE NEST PAPER BAG TURNED DOWN	
WATER COLOR & CUT BIRDS & EGGS FOR NEST	COLLECT PICTURES OF ANIMAL & PEOPLE HOMES PUT ON CHART IN ROOM	TALK ABOUT HIBERNATION, READ STORY	MAKE BEAR IN CAVE	ANIMALS & THEIR BABIES, MATCH UP WHERE THEY ALL LIVE
BARNEY HOME SWEET HOME TAPE	HOUSE SHAPE BOOK:TREE HOUSE	HIBERNATION CHART FOR WALL	IGLOO MADE FROM ICE CUBES THEN PAPRR WITH AN ESKIMO	

GOALS:

SIMILARITIES IN PEOPLE HOUSE AND ANIMAL HOMES

MATERIALS NEEDED:

CONSTRUCTION PA PAINT, GLUE, MULTICULTURAL CRAYONS & MARKE

APPENDIX N

SAMPLE CURRICULUM CALENDAR FOR MONTH SIX-HOLIDAYS

MONTHLY THEME HOLIDAYS AROUND THE WORLD

CREATED BY MRS HOPP, MRS SILVERSTEIN, MRS PIKE AND MRS SCHNEIDER

MONTH FEBRUARY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ESKIMO BOOTS OR MUKLUK PAPER BAGS COTTON BALLS	GROUNDHOG DAY POPSTICK PUPPETS PLACED IN STYROFOAM CUPS	MADE A BOOK CALLED MR GROUNDHOG	
CHINESE NEW YEAR MADE PAPER LANTERNS		READ CHINESE TALE "LITTLE FOX AND THE TIGER"	TEACHERS PUT ON A PUPPET SHOW "MR FOX HAS A RED COAT"	
MADE CHINESE FANS	KING COSTUMES	MITTENS OUT OF PAPER AND LACED THEM (ESKIMO)	QUEEN MASK FROM PAPER PLATES	
OLYMPICS INTERNATIONAL CELEBRATION MADE MEDALS	*BOOK LEARNING TO SWIM IN SWAZILAND	HAMAN PAPER BAG PUPPET	PARADE	NECKLACES FROM YARN AND STYRO-FOAM TRAYS
	LEARNING TO SWIM IN SWAZILAND * A CHILD'S EYE VIEW OF A SOUTH AFRICAN COUNTRY BY MILAH LEIGH SCHOLASTIC, INCORPORATED, NEW YORK, 1993			

GOALS:
STRESS SIMILARITIES IN CELEBRATIONS

MATERIALS NEEDED:
COTTON BALLS
STYROFOAM TRAYS
PAPER PLATES
PAPER BAGS
CONSTRUCTION PAPER
GLUE, SCISSORS, GLITTER, YARN HOLE PUNCHERS

APPENDIX O

SAMPLE CURRICULUM OUTLINE FOR MONTH SEVEN-TRANSPORTATION

THEME TRANSPORTATION

GOAL: TO TEACH ABOUT THE SIMILARITIES OF TYPES OF TRANSPORTATION EMPHASIZED HOW CHILDREN TRAVEL TO SCHOOL

MATERIALS FOR CHILDREN: SCISSORS, GLUE, PAPER, POPSICLE STICKS, FINGER PAINT, COTTON BALLS, CRAYONS, WATER COLORS, CONSTRUCTION PAPER, ~~PRIMARY WRITING PAPER~~

LET'S BEGIN! THE TEACHERS PLANNED TO MAKE A TRANSPORTATION BOOK THAT WAS AGE APPROPRIATE. EACH PAGE REPRESENTED ONE TYPE OF TRANSPORTATION AND EACH WAS LABELED. THE OLDER CHILDREN DICTATED A STORY.

STORIES: THE BIG BOOK-SCHOOL BUS, VECHICLES BY VENICE SHONE, THE AIRPLANE BOOK BY EDITH RUNHARD

ART: THE BOOK CONTAINED :BIKES, AIRPLANES, CRUISE SHIPS, RICKSHAWS, CARS, MOTOR SCOOTERS, CAMEL

SNACKS/COOKING: RAILROAD COOKIES,

SCIENCE: IMPORTANCE OF WHEELS

MATH: COUNTED WINDOWS ON THE BUS, CLOUDS IN THE SKY WERE COUNTED AS THEY GLUED THE COTTON BALLS

MOVEMENT: DANCE "GOING TO KENTUCKEY" & "GOING TO BOSTON"

MUSIC: WHEELS ON THE BUS AND ROW ROW YOUR BOAT

CREATED BY THREE AND FOUR YEAR OLD TEACHERS MRS. PIKE, MRS. SCHNEIDER, MRS. HOPP, AND MRS. SILVERSTEIN

BEST COPY AVAILABLE

APPENDIX P

SAMPLE CURRICULUM OUTLINE FOR MONTH EIGHT-WEATHER

THEME Month Eight Weather

GOAL: To teach about the similarities in weather around the world

MATERIALS FOR CHILDREN: construction paper, glue, paint, rice, glitter, cotton balls, markers, Q-tips, sand, ivory soap flakes

LET'S BEGIN: idea to make a texture-feel book by all the students on weather. Glitter was used weather-rain, beach or sunny day was sand, hail used rice, and for snow some teachers used cotton or stryofoam or ivory snow. Since it the start of Spring there was some emphasizing on this type of weather and the growing of flowers here and around the world.

STORIES: What Makes The Weather (Troll Book Co.) Snowy Days by Keats, Splish-Splashy Day by Liza Alexander, Hungry Caterpillar by Eric Carle, The Carrot Seed

ART: Weather Book, Made sunflowers out of Coffee filters and placed sunflower seeds in the center

SNACKS/COOKING: Vegetable Stone Soup for Spring all vegetables that grow

SCIENCE: Where does rain come from? Steam water boils steam rises, caterpillar turns into a butterfly, tornado bottle

MATH: count the seeds, count the clouds, compared seeds the children brought in, made a graph

MOVEMENT: shadow dancing, relay races

MUSIC: Rain Rain Go Away, movement to a record-pretend to be a seed turning into a flower

created by Mrs. Schneider, Mrs. Hopp, Mrs. Pike, and Mrs. Silverstein

BEST COPY AVAILABLE

APPENDIX Q

PARENT EVALUATIVE QUESTIONNAIRE

Parent Evaluative Questionnaire

Dear Parents,

Once again as we end the current year, I am asking you to complete the following questions in order to help evaluate the curriculum. Please feel free to add any comments on the space provided below and return to me as possible.

In advance, thank you for your cooperation and I hope to see you at the Parent Organization meeting.

Sincerely,

Ruth Jacoby
Director

1. Did your child come home and speak with you about the different monthly curriculum themes? (weather, food, transportation, clothes, homes, holidays, games, ancestors) If yes, which ones did he or she like the most?

_____

_____

2. Which part of the curriculum did you feel your child gained the most from? (homemade books, cooking, art projects, indoor gym, shows, hands-on activities)

_____

_____

3. As a parent, you were asked to participate in many of the curriculum programming. Would you like to see this continue and which part did you enjoy the most? (parent participation in speaking about their ancestors, ancestral quilt, cooking and eating at the International Feast, holiday celebrations)

_____

_____

4. When your child brought his or her project home, did they discuss the similarities of other children? What comments if any did they have ?

_____

_____

TEMPLE BETH ORR

May 13, 1993

Dear Professor Patricia Ramsey,

I am currently the director of a preschool and a full time doctoral candidate at Nova University.

I will be writing my second practicum on the development and implementation of a cultural diverse curriculum for early childhood centers.

In your book Teaching and Learning In a Diverse World, there is a checklist for the physical setting and a list of questions for formalize and summative evalutaions. These sample surveys and checklist would be extremely helpful in developing my concept. With your permission, I would like to adapt your guidelines for my practicum. I hope my modifications of your proposed questions will show what my center and teachers need to begin on a road to developing a cultural diverse awareness curriculum.

Thank you very much and I hope to hear from you as soon as possible so I may get started on my practicum goals.

Sincerely,

Mrs. Ruth Jacoby
9866 NW 19th Street
Coral Springs, Florida
33071

BEST COPY AVAILABLE

June 3, 1993

To Whon It May Concern,

I give Ruth Jacoby permission to utilize the checklist and evaluations that I have developed for her Practicum for Nova University, Fort Lauderdale. She may modify them to show why her center and staff need to begin on a road to developing and implementing a cultural diverse awareness curriculum.

Sincerely,

Patricia Ramsey Ed.d.

Good luck with your project

MULTILINGUAL MATTERS LTD

Registered Office
Frankfurt Lodge,
Clevedon Hall,
Victoria Road, Clevedon
Avon BS21 7SJ.
England

☎ (0275) 876519
Int. ☎ + 44 275 876519
Fax No. (0275) 343096
Int. Fax. + 44 275 343096

Date: 19 April 1994

Reply to:

Ruth Jacoby
9866 NW 19th Street
Coral Springs, Florida 33071
USA

Dear Ms Jacoby

Re your letter April 1994 concerning permission to use a chart from the following article:

Authors: L. Aotaki-Phenice and Marjorie Kostelnik

Title of the article: Early Childhood Educators on Multicultural Education

Publication: Journal of Multilingual and Multicultural Development Vol. 4:1, 1983

We herewith give permission free of charge, provided full acknowledgement is given to the original source, including the publisher's address (as on this letter-heading).

Yours sincerely

Marjukka Grover (Ms)
Editorial Manager